DOCUMENT RESUME

ED 145 173 08 CE 012 870

AUTHOR Meers, Gary D.
TITLE Development and Implementation of Program Models for Assisting Vocational Teachers in Dealing with the Educationally Disadvantaged, Handicapped, and Minorities. Final Report.
INSTITUTION Nebraska Univ., Lincoln.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH50069
PUB DATE Jun 77
GRANT G00-75-00434-D
NOTE 141p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Attitude Tests; Delivery Systems; Demonstration Programs; *Disadvantaged Youth; Educationally Disadvantaged; Educational Research; *Handicapped Students; *Inservice Teacher Education; *Minority Groups; Post Secondary Education; *Preservice Education; Program Validation; Secondary Education; Special Education; Teacher Education; *Vocational Education Teachers; Workshops
IDENTIFIERS Nebraska

ABSTRACT

The purpose of this study was to develop and evaluate pre- and inservice models for the delivery of informational services to vocational teachers of special needs youth. The preservice model was campus-based and designed for undergraduate vocational students. The inservice model was field-based and designed for vocational teachers presently teaching in classrooms and laboratories. A special vocational needs attitude scale was developed and used to assess the attitudinal changes that occurred as a result of the inservice workshop treatment. Four two-day workshops for inservice vocational teachers were conducted throughout the state of Nebraska, involving a total of 120 teachers. The following conclusions are based upon the analysis of data and the nonstatistical observations: The workshop training assisted the participants in achieving a greater understanding and sensitivity to learners who are handicapped, members of minorities, or disadvantaged; the special vocational needs attitude scale served as a measure of treatment effectiveness as well as a focusing agent; the workshop model served well throughout the project and was transportable throughout the state; and the components of the preservice model were integrated into teacher preparation programs for vocational teachers. The attitude scale, a sample resource packet, the slide-tape narration, and the workshop outline are included in the appendixes of this document. (Author/BM)

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ED145173

FINAL REPORT

Project No. 498AH50069
Grant No. G00-75-00434 "D"

# DEVELOPMENT AND IMPLEMENTATION OF PROGRAM MODELS FOR ASSISTING VOCATIONAL TEACHERS IN DEALING WITH THE EDUCATIONALLY DISADVANTAGED, HANDICAPPED, AND MINORITIES

Written by Gary D. Meers

Vocational Education Research Project
Vocational Education Amendments of 1968
(Public Law 90-576)

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June 1977

CE 012 870

ACKNOWLEDGMENT

The author wishes to express appreciation to those persons who assisted in developing and implementing this project. Melinda Holcombe, Assistant Project Director, spent many hours and much labor on this project to insure its success, and for this I am most grateful.

Pat Butera and Garnie McCormick served as student assistants during the project. As is the case with much that is done, their contributions to the project's success far outweigh their financial reward.

I am indebted to Rich Maybee for the assistance rendered in the analysis of data. His talents served to speed the analysis process to its final form.

Dr. Hazel Crain, Coordinator of Vocational-Technical Education at the University of Nebraska deserves a large share of the credit for this project. She first planted in my mind the idea for the project and then, through her efforts and patience, saw the idea carried through to completion.

The manuscript and final copy of the report was typed by my secretary, Kathy White. She is to be commended for an excellent job of typing the report and keeping the data well organized during the project.

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PART I

ABSTRACT

Title of Project: Development and Implementation of Program Models for Assisting Vocational Teachers in Dealing with the Educationally Disadvantaged, Handicapped, and Minorities.

Project Director: Dr. Gary D. Meers, Special Vocational Needs Teacher Education.

Assistant Project Director: Melinda Holcombe, Home Economics Teacher Education.

Applicant Organization: University of Nebraska - Lincoln Campus

Statement of Problem: To develop and implement a transportable pre- and inservice delivery model that would prepare vocational teachers to work with disadvantaged, handicapped, and minority students.

Major Objectives:

1. To extend the preservice and inservice programs for vocational educators in Nebraska.
2. To provide assistance to vocational educators in the improvement of instructional programs to meet the needs of the educationally disadvantaged, handicapped, and minorities.
3. To assist in the development and dissemination of materials and resources designed to help vocational educators serve the target populations.

Procedures: In this research project, a two-day training workshop was developed and conducted throughout the state of Nebraska. The workshops concentrated on orientin; and exposing vocational teachers to the unique needs, wants, and desires of disadvantaged, handicapped, and minority students.

A Special Vocational Needs Attitude Scale was constructed to measure any attitudinal changes that might have occurred during the workshop training.

Contribution to Vocational Education: This project produced a transportable inservice delivery model in the form of a two-day workshop that can be used throughout the nation.

A Special Vocational Needs Attitude Scale was developed that measured the attitudinal changes that occurred during the training.

In summary, a new training component was developed for training pre- and inservice vocational teachers to work with special needs students.

Evaluation Procedures: The project data was subjected to statistical analysis to check for significance. Factor Analysis and the "t"-test were the statistical methods applied.

Non-statistical data was also compiled. This data was based upon observations and written workshop evaluations.

PART II

# INTRODUCTION, PROCEDURE, AND IMPLEMENTATION

## Introduction

A number of changes have been occurring within education in regard to serving all students found in public schools today. Legislation on both the federal and state levels has mandated that previously neglected students now must be served. These special needs students are generally categorized into two general classifications, disadvantaged and/or handicapped.

In an attempt to implement these educational changes, there have been programs set up whereby handicapped students are placed into less restrictive environments that emphasize the meeting of individual needs within a total population. A similar attitude toward serving the disadvantaged has been operational for several years.

The Vocational Education Amendments of 1968 focused upon persons served in vocational education in general rather than in subject areas. For the first time, many vocational educators faced the realities of their situations and began efforts to better meet all student needs.

In order to help supply the vocational educators with the skills and expertise necessary to meet these student needs, a series of vocational education courses was designed for teachers of special needs youth. These courses were implemented at several of the state colleges and at the University of Nebraska-Lincoln. A small portion of vocational educators in the state have enrolled in the classes. It is assumed that

the lack of adequate teacher preparation results in situations in which the needs of many vocational students are not being met. It is doubtful, as well, that vocational programs serve all students for whom they may be useful. It may be concluded that though some efforts have been made to assist vocational educators in Nebraska to more effectively serve students with special needs, much remains to be done.

## Statement of the Problem

The problem was to develop and implement a transportable pre- and inservice delivery model that would prepare vocational teachers to work with disadvantaged, handicapped, and minority students.

More specifically stated: vocational educators needed to be made more cognizant of the differences between and among special vocational needs learners, especially in three categories:

1. Disadvantaged
2. Handicapped
3. Minorities

## Definition of Terms

Special Vocational Needs (SVN): A vocational concept dealing with disadvantaged, handicapped, and minorities in a vocational setting.

Disadvantaged persons: Persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education.

Handicapped persons: Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in vocational education.

Minorities: A part of a population differing from others in some characteristics and often subjected to differential treatment.

## Objectives

Primary Objectives: The principle objectives of this project were designed to fulfill the broad purposes of the project as follows:

1. Extend the preservice and inservice programs for vocational educators in Nebraska.
2. Provide assistance to vocational educators in the improvement of instructional programs to meet the needs of the educationally disadvantaged, handicapped, and minorities.
3. Assist in the development and dissemination of materials and resources designed to help vocational educators serve the target populations.

The subordinate objectives were designed to accomplish specific components of the project. These were identified as follows:

1. Develop a model for the inservice program to create an awareness on the part of vocational educators of the capabilities of the educationally disadvantaged, handicapped, and minorities.
2. Develop a model for the preservice program to create an awareness on the part of vocational educators of the capabilities of the educationally disadvantaged, handicapped, and minorities.
3. Develop resource information packets for vocational teachers to use in working with potential employers and the community in order to develop awareness and solicit support for special needs programs.
4. Provide inservice programs to vocational educators through several workshops to improve service to the target population.

5. Design and disseminate recruitment techniques and materials to attract qualified women and persons from all ethnic backgrounds to become involved in vocational education in secondary, post-secondary, and teacher education programs.

## Location

The project was conducted during the 1975-76 school year throughout the state of Nebraska. The state of Nebraska enjoys a wide range of cultures and races scattered throughout the state. This mixture of peoples, ideas, customs, and backgrounds served as a valuable resource when conducting the workshops.

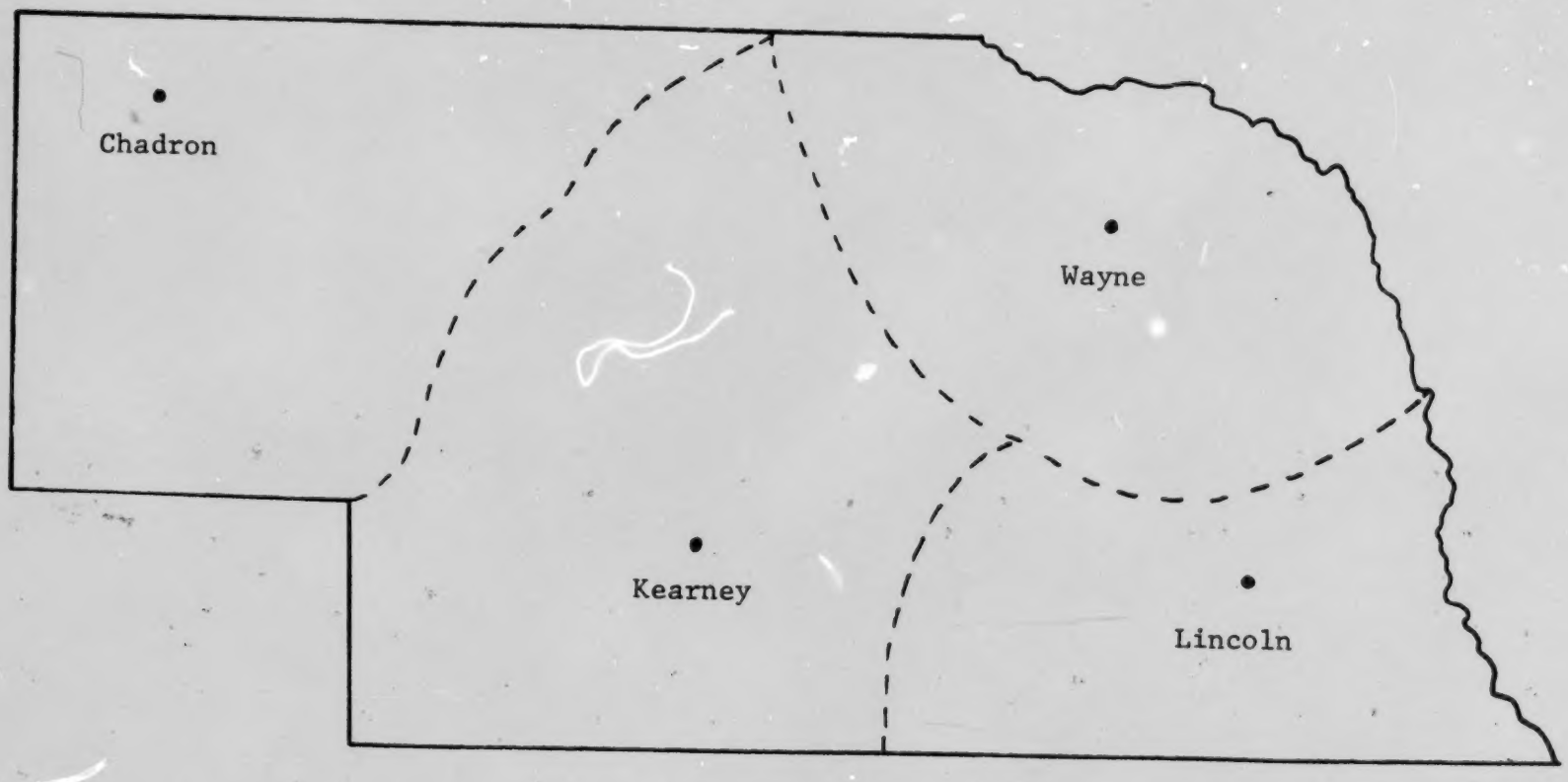
The first workshop was conducted at Chadron, Nebraska, on the Chadron State College campus. Chadron State College sits on the fringe of the Black Hills and serves the western portion of the state. (See map for workshop locations.)

The second workshop was held at Wayne, Nebraska on the Wayne State College campus. Wayne State College is located in the northeast corner of the state and serves from the South Dakota border southward.

The third workshop was held at Kearney, Nebraska, on the Kearney State College campus. Kearney State College is located in the center of the state and serves an approximate 125-mile radius.

The fourth workshop was held in Lincoln, Nebraska, on the University of Nebraska campus. The University serves the entire state, but for this project focus was placed on the southeast portion of the state.

By selecting these sites, no workshop participant had to drive over 125 miles to be involved.




NEBRASKA

## Population

The population consisted of classroom or laboratory vocational teachers from throughout the state. All vocational areas such as Home Economics, Agriculture, etc., were represented on a random basis. (See Table 1 for vocational area breakdown.)

In order to adequately serve all the workshop participants during the two-day training sessions, the attendance was limited to thirty people per workshop.

Since the treatment consisted of a two-day workshop, there was no attrition; but due to occasional errors in filling out the attitude scale, the specific items answered varied.

## Approach and Implementation

The approach to be used in delivering the proposed project consisted of the following basic steps:

1. Review and consideration of project objectives.
2. Develop and field test an attitude scale that would be used to assess attitudinal changes occurring throughout the project.
3. Develop material resource packets for distribution to training participants.
4. Select and/or develop components of the delivery system for presentation.
5. Conduct training sessions throughout the state.
6. Implement preservice model into teacher preparation institutions.
7. Evaluate and compile results of the project activities.

Step one, the review and consideration of project objectives, was completed in the following manner. In previous

Table 1

TRAINING PARTICIPANTS'
VOCATIONAL TEACHING AREA

| | Chadron | Wayne | Kearney | Lincoln |
|---|---|---|---|---|
| Business and Office Occupations | 3 | | 4 | 5 |
| Agriculture | 7 | 5 | 4 | 5 |
| Vocational Counselor | | 4 | 4 | 3 |
| Home Economics | 5 | 5 | 4 | 3 |
| Trades and Industries | 6 | 5 | 3 | 3 |
| Vocational Coordinator | | 1 | 2 | 2 |
| Industrial Arts | 2 | 2 | 2 | 5 |
| Health | 3 | | | 2 |
| Vocational Math | 1 | 6 | 3 | 1 |
| Vocational English | 1 | 1 | 2 | 1 |
| Vocational Administrator | 2 | 1 | 2 | |
| Participant Total | 30 | 30 | 30 | 30 |

communication with vocational teachers throughout the state, it was found that there was a lack of understanding about the needs, wants, and abilities of special needs students. This need for understanding was so great that certain of the subordinate objectives emerged as being essential to the project's success while others served in secondary supporting positions. Objectives dealing with the development of pre- and inservice delivery systems and the conduction of training sessions received the most developmental attention. Due to time and personnel constraints within the project, the subordinate objectives dealing with community and employer resource packets and recruitment of minorities and women into vocational education were to be accomplished via inclusion of informational materials into the resource material packets. These decisions as evaluative data later revealed were well grounded.

Step two, the development and field testing of an attitude scale, was completed in the following manner:

A review of literature and assessment of commercial attitude scales was conducted. This effort produced no single scale that would be appropriate for the study being undertaken.

As a result, an item pool was developed utilizing items from Efron and Efron,[1] Alcorn,[2] and by writing them as needed.

---

[1]Rosalyn E. Efron and Herman Y. Efron. "Measurement for Attitudes Toward the Retarded and an Application with Educators" American Journal on Mental Deficiency, Vol. 72, No. 1, (July 1976).

[2]Dewaine Alcorn. "The Relationship between the Attitudes of College Students Toward Mentally Retarded Children and Certain other Characteristics of College" Unpublished Doctoral Dissertation, Colorado State College, Greeley, 1963.

Since the project focused on three specific areas, the scale was divided into these three areas and representative items were placed under the appropriate heading. The headings were disadvantaged, handicapped, and minorities. It was felt that these headings would serve to focus the respondents' attention on these specific groups during the workshops.

One hundred and twenty-five items were originally selected for the scale. The scale was field tested on 200 vocational educators for format and item content. The recommendations and tabulation results of these individuals were utilized in developing the final form of the scale. Due to time constraints, it was not possible to conduct a factor analysis on the instrument during the field-test segment.

The final form consisted of 80 statements following a six-point, Likert format, agree-disagree continuum. (See Appendix A for scale.)

No definitions or terminology were given to the respondents. It was felt that to do so would only serve to bias the thinking process as the scales were completed. It was carefully explained to the respondents that they were to fill out the scale based upon their own opinions, attitudes, and experiences.

Step three was to develop resource material packets for distribution to training participants. The resource packets were to contain information dealing with three areas of special vocational needs. These areas were characteristics of special needs youth, community and employer involvement in the educa-

tional process of special needs learners, and recruitment technique guides for vocational teachers. (See Appendix B for a sample resource packet).

Step four was to select and/or develop components of the presentation system. Steps four and five were developed in conjunction with each other due to the necessity of interfacing for continuity.

As previously mentioned, it had been established from state communication that the primary problem facing vocational teachers of special needs youth was a lack of understanding about the needs, wants, and abilities of special needs students. This attitudinal situation served as the basis of content selection and development.

Six specific objectives were developed for the field activities which were finalized into two-day workshops. These objectives were: Upon the completion of this workshop you will be able to:

1. describe the basis for special vocational needs programs.
2. be more sensitive to the needs and feelings of people.
3. be aware of the differences among and between students.
4. describe the rationale behind programming students into least restrictive environments.
5. be aware of the effects of disadvantagements and/or handicaps on human development.
6. utilize community resources in the education process of special vocational needs students.

Utilizing these six objectives, high-impact components were developed. These components consisted of simulations where participants experienced some of the frustrations and failures many times experienced by special needs youth, films and slide-tapes of special needs situations, (See Appendix C for slide-tape narration), presentation of information, and resource identification within the local community. (See Appendix D for workshop outline.)

Step four was to develop a delivery system that would allow the project components to be transported throughout the state. (See Figure A for Inservice Model.)

A number of delivery systems were explored and, after much consideration, a workshop delivery system was selected. The presentation components fit together nicely in a two-day workshop. These workshops were held all day Friday and until 1:00 p.m. on Saturday. This arrangement allowed vocational teachers to be out of the classroom one day, yet they received two days of instruction. The components selected were from one to three hours in length; thus, the workshop could be arranged to meet local situations should they arise.

Step five was to conduct training sessions throughout the state. The workshop sessions were conducted in four sites throughout the state of Nebraska.

The state of Nebraska is serviced geographically by state colleges and the University of Nebraska-Lincoln. In a cooperative agreement with the state college in each region, a workshop was set up and conducted.

Step six was to implement a preservice model into teacher preparation institutions. It was felt that the most expedient way of accomplishing this step was to integrate the components developed in the inservice model into the preservice vocational programs. It was felt this could be accomplished either through integration into present courses or the establishing of specific courses dealing with special vocational needs youth. (See Figure 8 for Preservice Model.)

The major advantage of using the inservice components in the preservice model was that the components were developed out of expressed needs by practicing teachers. Thus, preservice teachers would be exposed to practical, applicable teaching strategies.

Step seven was to evaluate and compile results of the project activities. An ongoing record was maintained of all activities that were conducted and their resultant impact.

Figure A

INSERVICE DELIVERY MODEL

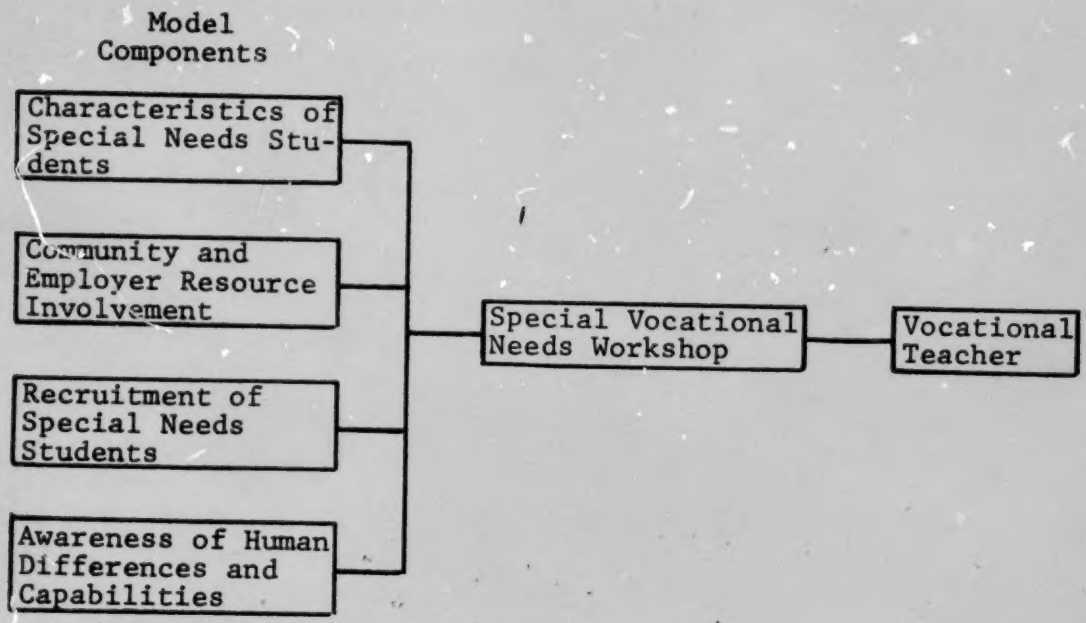
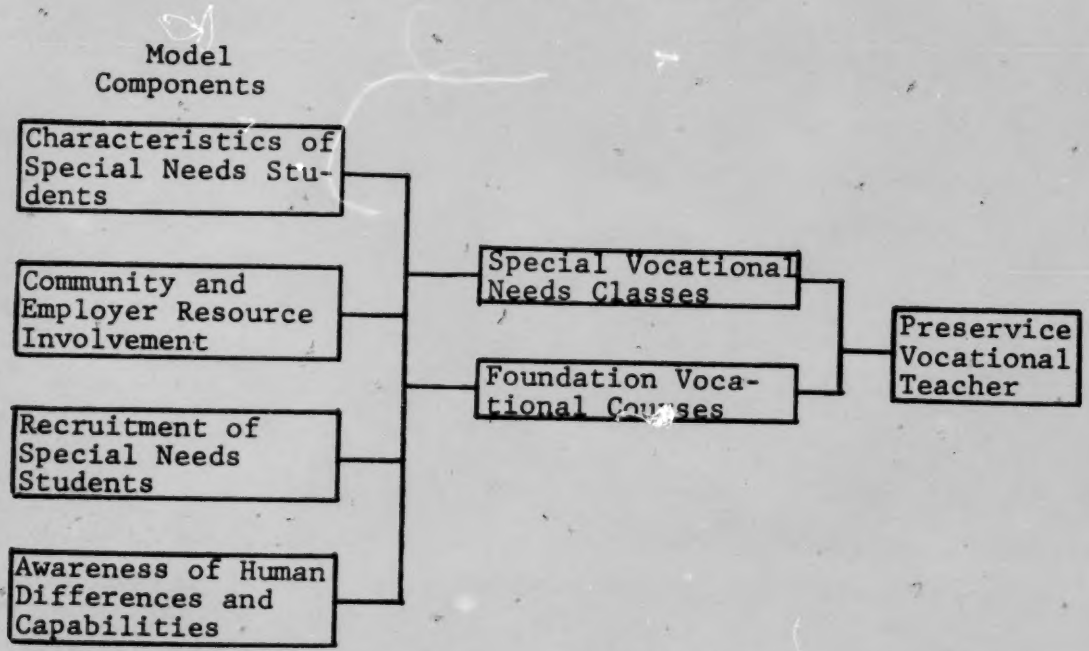

Model Components
Characteristics of Special Needs Students
Community and Employer Resource Involvement
Recruitment of Special Needs Students
Awareness of Human Differences and Capabilities
Special Vocational Needs Workshop
Vocational Teacher

Figure B

PRESERVICE DELIVERY MODEL


Model Components
Characteristics of Special Needs Students
Community and Employer Resource Involvement
Recruitment of Special Needs Students
Awareness of Human Differences and Capabilities
Special Vocational Needs Classes
Foundation Vocational Courses
Preservice Vocational Teacher

## PART III

## ANALYSIS OF DATA

In this part of the report the results of the project will be reported in four sections. These sections all deal with the reporting of data as reflected through analysis of the Special Vocational Needs Attitude Scale, which was the vehicle by which the treatment (workshop training) was evaluated.

### T-Test for Paired Samples

The t-test for paired samples[3] was chosen as appropriate for pre- and posttest comparisons as the same subjects took both the pretest and the posttest. The same questionnaire form was used for both pre- and posttests.

Of the 80 assessment items, only 17, or 21 percent, of the total showed significant differences between pre- and posttests. Of the 17 which were significant, only 5, or 29 percent, of the 17 were revealed as "good" items on both factor analysis of the pre- and posttest. Thus, relatively few items of the total population of items accounted for the most significant change and accounted for the greatest variance in the questionnaire itself.

Significant change occurred fairly evenly in all three areas of the assessment items: Disadvantaged (5), Handicapped (5), and Minority (7). (See Table 2 for complete t-test statistics.)

---

[3]SPSS Program, Version 600

Table 2

Table of Significant Differences:[1]
SVN Pre- and Post-Test Attitude Questionnaires

| Category | Questionnaire Item | t-value | df | 2-tail Prob. | Pretest Means[2] | Posttest Means[2] | Mean Difference | Interpretation |
|---|---|---|---|---|---|---|---|---|
| Disadvantaged | 08: | 4.45 | (118) | .001 | 2.7815 | 2.3193 | .4622 | more agreement |
| | 09: | 2.36 | (116) | .020 | 2.3333 | 2.0940 | .2393 | more agreement |
| | 10:* | 2.66 | (115) | .009 | 2.2069 | 1.9397 | .2672 | more agreement |
| | 12: | 2.49 | (115) | .014 | 4.2931 | 4.0172 | .2759 | less disagreement |
| | 14: | -2.36 | (116) | .020 | 4.6923 | 4.9316 | -.2393 | more disagreement |
| Handicapped | 40:** | 2.62 | (117) | .010 | 5.3390 | 5.0932 | .2458 | less disagreement |
| | 42:* | -3.07 | (117) | .003 | 1.5085 | 1.7373 | -.2288 | less agreement |
| | 45:** | 2.78 | (116) | .006 | 5.3248 | 5.0769 | .2479 | less disagreement |
| | 47: | 3.20 | (117) | .002 | 4.4831 | 4.0847 | .3983 | less disagreement |
| | 50: | 3.21 | (116) | .002 | 4.4017 | 3.8547 | .5470 | less disagreement |
| Minorities | 65: | 3.84 | (118) | .001 | 2.5882 | 2.1849 | .4034 | more agreement |
| | 66: | 2.70 | (118) | .008 | 3.6975 | 3.2773 | .4202 | disagree to agree |
| | 67: | 2.99 | (117) | .003 | 2.5254 | 2.2373 | .2881 | more agreement |
| | 70: | 2.84 | (119) | .005 | 1.9916 | 1.7395 | .2521 | more agreement |
| | 73: | -2.53 | (118) | .013 | 4.6218 | 4.8824 | -.2605 | more disagreement |
| | 74: | 3.20 | (116) | .002 | 2.5897 | 2.3248 | .2650 | more agreement |
| | 79:* | 4.44 | (118) | .001 | 2.2353 | 1.8992 | .3361 | more agreement |

[1]Of 80 total items on questionnaire, only those 17 listed above had significant difference between pre- and posttests; all other items showed non-significance

[2]Questionnaire coding resulted in a "1" representing "strongly agree" through a "6" representing "strongly disagree"

*Items meeting or exceeding 50-40 factor loadings criteria on posttest

*Items meeting or exceeding 50-40 factor loadings criteria on both pre- and posttest

Within each of these areas there was some conceptual clustering of significant items. For example, in the disadvantaged area a number of the significant items dealt with curriculum design and teaching approaches. In the handicapped area, most of the significant items dealt with fairness to handicapped individuals, including in the classroom. In the minority area, a number of the significant items dealt with teaching and learner approaches to learning. In both the handicapped and minority areas there was at least one significant item which reflected personal relations.

An item-by-item analysis and interpretation of significant difference (change) from pre- to posttest is deemed useful and follows:

Disadvantaged

ITEM 8:

The curriculum for the disadvantaged should be occupationally oriented.

Attitudes of participants moved from moderate to stronger agreement on this item, which reflects emphasis in the training on curriculum needs specific to the disadvantaged.

ITEM 9:

When setting up course objectives, disadvantaged students should be allowed to participate by selecting and suggesting objectives.

Attitudes of participants moved from moderate to stronger agreement on this item, reflecting the emphasis in training on goal setting and individual need meeting.

ITEM 10:

The objectives of a course for the disadvantaged need to be stated in behavioral terms unique to their situations.

Individuals already held attitudes in solid agreement to this approach, yet they moved to agree more strongly with this approach due to the apparent reinforcement of the training program.

ITEM 12:

Parents of the disadvantaged are much more willing to talk about their children's problems than parents of the non-disadvantaged.

The participants more strongly disagreed with this item before training than afterward. The training exposed participants to the process of re-evaluating their own communication patterns. Thus, participants were apparently made aware of the difference in the nature of communicability of disadvantaged and non-disadvantaged parents concerning their child's problems.

ITEM 14:

It is discouraging to teach disadvantaged students because parents do not appreciate your efforts.

Training participants had moderate disagreement upon entering training, and the training reinforced this notion such that they developed a stronger position of disagreement. That is, they felt that parents do appreciate the efforts of the teacher and that it was not discouraging to work with disadvantaged students.

## Handicapped

ITEM 40:

It is unfair to the normal students to have handicapped students in the same classroom.

Training participants more strongly disagreed with this statement prior to training than following training. Although the change was not as great as on some of the other items, it was still significant. This suggests that some aspect of the training reinforced the notion that in some ways it is not fair to have handicapped children in the regular classroom. One training component dealt specifically with programming for individual needs as opposed to societal pressures.

ITEM 42:

I could see myself having a handicapped person as a true friend.

Again, training participants felt more strongly in agreement with the statement before training than following training. In fact, the change was from a position of very strong agreement to less strong agreement, which meant that the majority of the participants still agreed with the notion of having handicapped people as true friends. This change may have been the result of the training component on dealing with handicapped people as human beings and showing empathy rather than sympathy.

ITEM 45:

If I had a handicapped child, I'd feel ashamed.

The attitudes of the participants on this item changed from a position of very strong disagreement to less strong disagreement. Some aspect of the training apparently increased the level of sensitivity or awareness to this issue.

ITEM 47:

Handicapped students are inclined to be behavior problems.

Attitudes of participants changed from disagreement to less disagreement implying that as a result of some aspect of the training, the participants felt more cautiousness related to the perceptions about the handicapped.

ITEM 50:

The best place for the care of the handicapped student is in the home.

Participants changed their attitudes from a moderate disagreement to a less moderated disagreement with this statement. A portion of the training emphasized the value and importance of parents in meeting the needs of the handicapped. This aspect, along with the increased knowledge about handicapped learners, may have made participants feel that the home (parents) plays a more important part than they had previously believed in the care and education of the handicapped.

## Minorities

ITEM 65:

Many of these minority students are trying harder to take advantage of meaningful learning situations.

Participants changed their attitudes from moderate agreement to stronger agreement on this item. Segments of the training emphasized the similarity of aspirations of minority to non-minority students.

ITEM 66:

Standards must be realistic and different for the minorities.

Although this is a two-part statement, participants changed their attitudes from moderate disagreement to moderate agreement. This shift from one side of the position to the other suggests there may be some equivocation on this issue. The training surveyed the possibilities of adapting the criteria of evaluation to the cultural background of the individual.

ITEM 67:

Minorities have ability, but just haven't had a chance to develop it.

Participants changed their attitudes from moderate agreement to more stronger agreement on this statement. Certain training components dealt with cultural differences and societal opportunities for minorities. This training apparently changed their attitudes or at least strengthened their beliefs in this area.

ITEM 70:

Minority students can perform in areas of decision making as well as manipulative skills.

This statement reflects a past cultural bias toward minorities. The training participants initially agreed with the statement, indicating that they were sensitive in a positive way to this past bias. In fact, the participants changed their attitudes from agreement to a very strong position of agreement on this item suggesting that as a result of the training, this area was strongly reinforced.

ITEM 73:

Individual minorities are very nice but collectively they are terrible.

Participants changed their attitude position from moderate disagreement to more strong disagreement on this item which indicated that the training dealt with this area in a positive way, reinforcing the pre-training position of the participants.

ITEM 74:

When friendship is established with minorities, it is done so with great warmth, depth, and loyalty.

Participants already agreed with this statement prior to training. As a result of training, they changed from moderate agreement to stronger agreement which suggests that the training reinforced this attitude.

ITEM 79:

Special programs which increase minorities' knowledge of their own cultural background are very helpful.

Participants changed their attitudes from moderate agreement to strong agreement on this issue. This reflects an emphasis of the training on increasing curriculum considerations specific to minorities.

Areas on the assessment scale which showed no significant change provide useful information concerning the training effects. For example, in the area of the disadvantaged, items which reflected the psychology of this group such as motivation, interest, concern, and personality along with causes (social) for being disadvantaged had no significant attitude change. This implies that the training did not emphasize these areas emphatically enough to make an imprint of much significance on the participant. Areas of significant change regarding the disadvantaged were in the items which discussed curriculum and classroom behaviors. These results imply that the training strongly imprinted in these areas.

In the area of the handicapped, assessment items which emphasized relationships of the handicapped to the environment, legal aspects, less than humane treatment, and generally very negative views showed no significant change. This lack of

change suggests that the participants probably held strong views in these areas prior to training, and the training had little effect on these initial attitude positions. Significant change occurred in the areas of rights of the handicapped and in personal relations with the handicapped reflecting the emphasis of the training.

Regarding minorities, the areas which showed no significant change were similar to those of the disadvantaged area--psychological concepts, authority relationships, personal appearances and general negative views of minorities as non-learners. This finding is consistent with the earlier lack of emphasis on psychological-motivational, causal, and general surface perspectives of disadvantaged persons. Significant change occurred in the minorities area on relationships of the learner's background to curriculum and learning approaches and greater depth of awareness of learner differences.

The results indicate overall increased sensitivity to humane views of the handicapped, disadvantaged, and minorities. Increased depth, greater sensitivity to individual and cultural differences of learners, in relation to understanding these groups at a personal level were the greatest gains of the training.

## Interpretation of Factor Analysis

Factor analysis was applied separately to the pretest and the posttest of the SVN Attitude Scale. The type of factor analysis employed was Principal Factoring with Iteration.

This method is most widely accepted when maximum sensitivity to the factor structure is desired. Varimax rotation was applied to the factor matrix to simplify the factor structure. An important assumption of the Varimax rotation method is that the factors remain orthogonal (uncorrelated) with each other throughout rotation. Although the assumption of orthogonality is not always accurate regarding the factor structure, it is the clearest rotation procedure for simplified interpretation of the meaning of the factors and factor loadings for individual items. The specific computations for the factor analysis can be found in the second edition (1975) of the SPSS manual, N. H. Nie et. al.

In order to interpret the strongest items within each factor, two levels of criteria were applied to the analysis. The first level is more powerful than the second and applies a minimum factor loading of .60 or higher on any one factor with a loading of not more than .40 for the item on any other factor for acceptance of an item. Commonly referred to as the 60-40 criteria, it results in the rejection of items (attitude statements) which are of less strength and which may load somewhat equivocally on several factors. The second level of criteria which was applied was that which allows items with factor loadings of .50 or above to be accepted providing that they do not have a loading of higher than .40 on any one other factor. This record level criteria is less stringent than the first and is used primarily for maximum interpretation of the total data. As

is the first criteria, the second is termed 50-40 for simple reference purposes. Items which do not meet either the 60-40 or 50-40 criteria are considered to be weak items not deserving further analysis. Since the highest possible loading is 1.0, loadings of less than .50 are obviously weaker in strength than those above .50.

Most notable in the comparison of the pre- and posttests was the complete reversal of Factors I and II in the pretest with Factors II and I of the posttest. (See Tables 3a, 3b, 3c, and 4a, 4b, 4c, for specification of conceptual item grouping and Tables 5 and 6 for factor loadings.) In the pretest, Factor I, labeled Equity of Handicapped, had ten (10) items meeting minimum acceptance criteria and accounted for 53.7 percent of the total variance. In the posttest this pretest Factor I became Factor II, although five (5) additional items were added and the percentage of total variance dropped to 31.6 percent. (See Table 7 for Factor Movement between Pre- and Posttests.) One interpretation for this reversal of factors was that since the training stressed the development of humane relationships, the predisposed orientation of the participants toward the handicapped was not emphasized as much as in the other two categories. Most likely as a result of the training, new insights, knowledge, and awareness were added to the areas other than handicapped. These areas (minorities and disadvantaged) are emphasized in the shift of factor structure. Of greatest importance, however, is that the factor structure for Factors I and II in the pre- and posttest remained conceptually similar.

Table 3a

FACTOR STRUCTURE OF
SVN PRETEST

Factor I: Equity of Handicapped Learners (53.7% of tot. var.)

60 - 40 Criterion
(Rank Ordered)

41: A handicapped person can live just as useful life as a normal person.

55: Most handicapped students cannot be trusted.

*40: It is unfair to the normal students to have handicapped students in the same classroom.

39: Most of our social problems would be solved if we could somehow get rid of the handicapped people.

60: If I were an employer, I would hire a handicapped person.

57: I believe that teaching handicapped students would be very rewarding.

50 - 40 Criterion
(Rank Ordered)

52: Handicapped students are usually better off in mental institutions.

21: When challenged and understood by the teacher, disadvantaged students are exciting to work with.

*45: If I had a handicapped child, I'd feel ashamed.

49: Handicapped learners have the same right to an education as normal children.

*Significant items on the T-Test.

Table 3b

FACTOR STRUCTURE OF
SVN PRETEST

Factor II: Perceptions of Minority Individuals' Behavior (30.5% of tot. var.)

60 - 40 Criterion
(Rank Ordered)

78: Minority students have poor attitudes.

77: Minority students find the idea of years of preparation for a career vague and without meaning.

63: Among minority students, poor grooming and lack of cleanliness are characteristic.

71: Minorities just want to "get by" in life.

76: Minority students will not work out alternative solutions to problems; they just give up.

72: Minorities are selfish, display negative attitudes, and do as little as they can possibly get by with.

61: Minority students are usually cooperative.

50 - 40 Criterion
(Rank Ordered)

80: Minority students have a difficult time setting goals for their life.

Table 3c

FACTOR STRUCTURE OF
SVN PRETEST

Factor III: Perceptions of Disadvantaged Students (15.7% of tot. var.)

60 - 40 Criterion
(Rank Ordered)

15: Disadvantaged students lack interest in education.

17: Grooming and personal appearance is far below average among disadvantaged students.

50 - 40 Criterion
(Rank Ordered)

24: The majority of disadvantaged students have reading problems.

16: Disadvantaged students have chips on their shoulders.

Table 4a

FACTOR STRUCTURE OF
SVN POSTTEST

Factor I: Perceptions of Minority and Disadvantaged Learners' Behavior (55.8% of tot. var.)

60 - 40 Criterion
(Rank Ordered)

17: Grooming and personal appearance is far below the average among disadvantaged students.

78: Minority students have poor attitudes.

76: Minority students will not work out alternative solutions to problems; they just give up.

77: Minority students find the idea of years of preparation for a career vague and without meaning.

71: Minorities just want to "get by" in life.

62: Most minority students have a dislike for anyone in authority.

16: Disadvantaged students have chips on their shoulders.

72: Minorities are selfish, display negative attitudes, and do as little as they can possibly get by with.

61: Minority students are usually cooperative.

19: Disadvantaged students make a real effort to be proper in personal dress and appearance.

50 - 40 Criterion
(Rank Ordered)

80: Minority students have a difficult time setting goals for their life.

25: Disadvantaged students do not seem to care about learning.

75: Minority students are usually quite highly motivated.

64: Many minority students hated school and teachers before they ever started first grade.

15: Disadvantaged students lack interest in education.

32: Because of their condition, the handicapped are easily led into criminal ways.

Table 4b

FACTOR STRUCTURE OF
SVN POSTTEST

Factor II: Belief in Equity of Handicapped Learners (31.6% of tot. var.)

60 - 40 Criterion
(Rank Ordered)

52: Handicapped students are usually better off in mental institutions.

51: I would rather see handicapped students enrolled in public school classes than see them enrolled in mental institutions.

56: It is a waste of the taxpayer's money to attempt to teach handicapped students within the regular classroom.

60: If I were an employer, I would hire a handicapped person.

57: I believe that teaching handicapped students would be very rewarding.

39: Most of our social problems would be solved if we could somehow get rid of the handicapped people.

43: I'd rather have a child born dead than handicapped.

*42: I could see myself having a handicapped person as a true friend.

50 - 40 Criterion
(Rank Ordered)

44: I would trust a handicapped person as a babysitter.

*45: If I had a handicapped child, I'd feel ashamed.

59: Students that disrupt regular classes are probably handicapped students in the same classroom.

49: Handicapped learners have the same right to an education as normal children.

55: Most handicapped students cannot be trusted.

58: I generally feel rather uncomfortable around handicapped pupils.

*Significant items on the T-Test

Table 4c

FACTOR STRUCTURE OF
SVN POSTTEST

Factor III: Program Needs of the Disadvantaged and Minorities (12.7% of tot. var.)

60 - 40 Criterion
(Rank Ordered)

none

50 - 40 Criterion
(Rank Ordered)

*10: The objectives of a course for the disadvantaged need to be stated in behavioral terms unique to their situations.

*79: Special Programs which increase minorities' knowledge of their own cultural background are very helpful.

22: If disadvantaged students are interested in the subject, they will be more inclined to respond.

*Significant items on the T-Test

Table 5

VARIMAX ROTATED FACTOR MATRIX
(Pretest)

| | 53.7% Factor 1 | 30.5% Factor 2 | 15.7% Factor 3 |
|---|---|---|---|
| V001 | 0.29039 | 0.13167 | 0.11679 |
| V002 | 0.32235 | -0.11512 | 0.04189 |
| V003 | -0.06598 | 0.03212 | -0.17641 |
| V004 | -0.27600 | 0.18478 | 0.36423 |
| V005 | -0.10212 | 0.00769 | 0.01256 |
| V006 | -0.03705 | -0.10239 | 0.27312 |
| V007 | 0.10428 | -0.07337 | 0.42054 |
| V008 | -0.01916 | -0.08407 | 0.45823 |
| V009 | 0.04072 | -0.22503 | 0.11488 |
| V010 | 0.13863 | -0.02741 | 0.29891 |
| V011 | -0.38186 | 0.09506 | 0.01122 |
| V012 | -0.03199 | 0.03569 | -0.27478 |
| V013 | 0.13853 | 0.04159 | 0.37695 |
| V014 | -0.24574 | 0.12658 | 0.44498 |
| V015 | -0.16577 | 0.15411 | -0.72969** |
| V016 | -0.08924 | 0.26918 | -0.51002* |
| V017 | -0.00703 | 0.24523 | 0.65218** |
| V018 | -0.29591 | 0.13736 | 0.47338 |
| V019 | 0.07055 | -0.09255 | -0.43140 |
| V020 | 0.14589 | -0.00743 | 0.31049 |
| V021 | 0.53888* | -0.03479 | -0.02164 |
| V022 | 0.46324 | -0.08060 | 0.22345 |
| V023 | 0.23025 | 0.12382 | 0.16964 |
| V024 | 0.01304 | 0.14313 | 0.56187* |
| V025 | -0.29960 | 0.25566 | 0.48762 |
| V026 | 0.47885 | 0.01193 | -0.12594 |
| V027 | 0.34556 | -0.04160 | -0.11111 |
| V028 | -0.35304 | -0.01278 | 0.00910 |
| V029 | -0.13472 | 0.05600 | 0.10808 |
| V030 | -0.46568 | 0.09943 | -0.05123 |
| V031 | 0.48799 | 0.04612 | 0.10984 |
| V032 | -0.42998 | 0.20875 | 0.21974 |
| V033 | -0.43120 | 0.14042 | -0.01906 |
| V034 | 0.29674 | -0.19142 | -0.10281 |
| V035 | 0.26307 | -0.07243 | -0.24712 |
| V036 | 0.42252 | -0.18098 | -0.15499 |
| V037 | -0.37739 | 0.22883 | -0.04897 |
| V038 | 0.55371* | -0.01615 | -0.12500 |
| V039 | -0.63578** | 0.07152 | 0.04043 |
| V040 | -0.64194** | 0.02883 | -0.03831 |

Table 5

(Continued)

| | Factor 1 | Factor 2 | Factor 3 |
|---|---|---|---|
| V041 | 0.68303** | -0.03721 | -0.06712 |
| V042 | 0.61461** | 0.25522 | 0.03034 |
| V043 | -0.34037 | 0.11634 | -0.14731 |
| V044 | 0.43945 | 0.05567 | -0.02330 |
| V045 | -0.52488* | 0.17955 | -0.07891 |
| V046 | 0.00079 | 0.16994 | -0.16926 |
| V047 | -0.32909 | 0.33534 | 0.17057 |
| V048 | 0.48026 | 0.08359 | 0.17301 |
| V049 | 0.52395* | -0.11390 | 0.01738 |
| V050 | -0.14407 | 0.04559 | 0.03365 |
| V051 | 0.56740* | -0.11259 | -0.04157 |
| V052 | -0.58222 | 0.14407 | 0.01655 |
| V053 | 0.42247 | -0.07157 | -0.03139 |
| V054 | -0.47956 | -0.00054 | 0.02378 |
| V055 | -0.65002** | 0.16767 | -0.04047 |
| V056 | -0.42690 | 0.27114 | -0.08563 |
| V057 | 0.06351** | 0.06348 | -0.05962 |
| V058 | -0.30289 | -0.01177 | -0.01404 |
| V059 | -0.43432 | 0.25623 | -0.13225 |
| V060 | 0.60583** | -0.09939 | 0.02827 |
| V061 | -0.01070 | -0.60541** | -0.05386 |
| V062 | -0.08650 | 0.49832 | -0.00187 |
| V063 | -0.02602 | 0.68886** | 0.09191 |
| V064 | -0.03232 | 0.33023 | -0.10447 |
| V065 | 0.07694 | -0.45100 | 0.05259 |
| V066 | 0.08991 | 0.24865 | 0.15161 |
| V067 | 0.36703 | 0.02682 | 0.18286 |
| V068 | -0.09968 | 0.18954 | -0.02298 |
| V069 | 0.37496 | -0.13488 | 0.26955 |
| V070 | 0.39726 | -0.44577 | 0.21797 |
| V071 | -0.16251 | 0.66405** | 0.19452 |
| V072 | -0.14344 | 0.62646** | 0.14828 |
| V073 | -0.38104 | 0.48197 | -0.03923 |
| V074 | 0.10909 | -0.11541 | 0.10173 |
| V075 | -0.28674 | -0.35462 | -0.40064 |
| V076 | -0.22901 | 0.65472** | 0.10394 |
| V077 | 0.02957 | 0.69236** | 0.25685 |
| V078 | 0.00432 | 0.75019** | 0.27590 |
| V079 | 0.26952 | -0.14867 | -0.05060 |
| V080 | 0.16152 | 0.52275* | 0.27757 |

*50-40 Criterion
**60-40 Criterion

Table 6

VARIMAX ROTATED FACTOR MATRIX
(Posttest)

| | 55.8% Factor 1 | 31.6% Factor 2 | 12.7% Factor 3 |
|---|---|---|---|
| V001 | 0.19740 | -0.23473 | 0.28890 |
| V002 | -0.02815 | -0.27749 | 0.37364 |
| V003 | -0.24066 | 0.06588 | -0.22722 |
| V004 | 0.40910 | -0.01326 | -0.10388 |
| V005 | -0.21047 | 0.23044 | 0.07021 |
| V006 | 0.35389 | 0.07675 | 0.15448 |
| V007 | -0.22414 | -0.07807 | 0.41661 |
| V008 | -0.25082 | -0.21164 | 0.39457 |
| V009 | -0.19310 | -0.12909 | 0.46703 |
| V010 | 0.12672 | -0.24473 | 0.55340* |
| V011 | 0.16022 | 0.31639 | -0.26820 |
| V012 | -0.30324 | 0.08908 | -0.18202 |
| V013 | 0.28862 | -0.31809 | 0.28107 |
| V014 | 0.36700 | 0.12090 | -0.04308 |
| V015 | 0.54607* | 0.19466 | 0.16681 |
| V016 | 0.63530** | 0.24605 | 0.22263 |
| V017 | 0.70375** | 0.09502 | 0.10578 |
| V018 | 0.48809 | 0.17118 | -0.08966 |
| V019 | -0.61169** | -0.06255 | 0.20191 |
| V020 | 0.36237 | -0.06160 | 0.43956 |
| V021 | -0.15037 | -0.42638 | 0.49055 |
| V022 | -0.00624 | -0.27501 | 0.50494* |
| V023 | -0.04188 | -0.18936 | 0.31931 |
| V024 | 0.31054 | 0.01807 | 0.43514 |
| V025 | 0.58572* | 0.08441 | -0.19076 |
| V026 | 0.11427 | -0.29003 | 0.17375 |
| V027 | 0.08107 | 0.29224 | -0.02920 |
| V028 | 0.24053 | 0.07578 | 0.19126 |
| V029 | 0.01435 | 0.28725 | 0.26187 |
| V030 | 0.16547 | 0.23607 | -0.08986 |
| V031 | -0.08259 | -0.35511 | 0.35564 |
| V032 | 0.50960* | 0.24847 | 0.08906 |
| V033 | 0.09295 | 0.43782 | -0.17293 |
| V034 | -0.20782 | -0.18796 | 0.21786 |
| V035 | -0.27628 | -0.01456 | 0.28845 |
| V036 | -0.21125 | -0.36740 | -0.26334 |
| V037 | 0.20511 | 0.44870 | -0.27471 |
| V038 | -0.12909 | -0.47160 | 0.33815 |
| V039 | 0.13145 | 0.62229** | 0.26334 |
| V040 | 0.21119 | 0.55210* | 0.03195 |

Table 6

(Continued)

| | Factor 1 | Factor 2 | Factor 3 |
|---|---|---|---|
| V041 | -0.03291 | -0.45577 | 0.31044 |
| V042 | 0.10698 | -0.60418** | 0.23370 |
| V043 | 0.11056 | 0.61281** | -0.06947 |
| V044 | 0.11133 | -0.58458* | 0.07738 |
| V045 | 0.02284 | 0.56727* | -0.09815 |
| V046 | -0.13634 | 0.13471 | 0.22809 |
| V047 | 0.42203 | -0.21789 | 0.26648 |
| V048 | -0.12224 | -0.41816 | 0.22210 |
| V049 | -0.13931 | -0.53534* | 0.25315 |
| V050 | -0.05756 | 0.13684 | 0.14090 |
| V051 | -0.06157 | -0.69765** | 0.05134 |
| V052 | 0.10207 | 0.75042** | 0.00605 |
| V053 | -0.09132 | -0.40304 | 0.36041 |
| V054 | 0.17995 | 0.44095 | -0.20353 |
| V055 | 0.21069 | 0.53097 | -0.31455 |
| V056 | 0.17467 | 0.68865** | -0.11267 |
| V057 | -0.05969 | -0.65868** | 0.15274 |
| V058 | -0.05537 | 0.52136* | 0.08662 |
| V059 | 0.28302 | 0.56636* | -0.18517 |
| V060 | -0.06248 | -0.67761** | 0.12171 |
| V061 | -0.62336** | -0.00056 | 0.08800 |
| V062 | 0.64721** | 0.14566 | -0.01143 |
| V063 | 0.61366** | 0.19203 | -0.00402 |
| V064 | 0.55748* | 0.06180 | 0.07981 |
| V065 | -0.34767 | -0.16002 | 0.34384 |
| V066 | 0.17092 | -0.11746 | 0.36864 |
| V067 | 0.25848 | -0.00545 | 0.34644 |
| V068 | 0.07673 | 0.14278 | -0.01386 |
| V069 | -0.14950 | -0.17905 | 0.42903 |
| V070 | -0.31797 | -0.29594 | 0.37571 |
| V071 | 0.67136** | 0.25914 | -0.17367 |
| V072 | 0.62379** | 0.11924 | -0.09916 |
| V073 | 0.34273 | 0.25951 | -0.29515 |
| V074 | -0.19041 | -0.13020 | 0.48629 |
| V075 | -0.58545* | 0.04992 | 0.01372 |
| V076 | 0.69223** | 0.14560 | -0.16966 |
| V077 | 0.67200** | 0.04608 | -0.05251 |
| V078 | 0.69928** | 0.11837 | -0.10043 |
| V079 | -0.29334 | -0.20650 | 0.52990* |
| V080 | 0.59261* | -0.09126 | 0.05353 |

*50-40 Criterion
**60-40 Criterion

Table 7

FACTOR MOVEMENT BETWEEN PRE- AND POSTTEST

| | Factor I | Factor II | Factor III |
|---|---|---|---|
| Pretest | Equity of Handicapped Learners | Perceptions of Minority Individual's Behavior | Perceptions of Disadvantaged Students |
| Posttest | Perceptions of Minority and Disadvantaged Learner's Behavior | Belief in Equity of Handicapped Learners | Program Needs of the Disadvantaged and Minorities |

In the posttest, Factor I, labeled Perceptions of Minority Learner's Behaviors, had sixteen (16) items meeting the minimum acceptance criteria and accounted for 55.8 percent of the total variance. Although composing only ten (10) items, a conceptually similar factor had been Factor II in the pretest and accounted for only 30.5 percent of the total variance. It is evident, given previous discussion of the reversal of pre- and posttest factors, that the content of the training in the area of minorities made a much greater impression on the participants than did their predisposed orientation on the handicapped. In both Factors I and II of the posttest, a number of items meeting criteria were added to the factor structure indicating that increased awareness and knowledge were present at the time the posttest was given following training. To substantiate the more long-term effects of the training, the attitude scale would have to be given several months to a year following the training.

Factor III of the pretest, labeled Perceptions of Disadvantaged Students, changed to a factor (III) in the posttest, Disadvantaged and Minorities. Factor III in the pretest accounted for only 15.7 percent of the total variance and had four items meeting criterion. Factor III in the posttest was reduced in strength and accounted for only 12.7 percent of the total variance and had only three items meeting criterion. Not one item from the pretest met criterion and appeared on the posttest, indicating a conceptual change effect of the training which emphasized curriculum needs.

For the factor Equity of Handicapped Learners (I in pretest and II in posttest), there was a conceptual shift from more surface-oriented perceptions and beliefs to more indepth, comprehensive understandings of the handicapped. In fact, an appropriate label for the posttest factor is Belief in Equity of Handicapped Learners as opposed to simple perceptions which were revealed in the pretest. New items added in the posttest reflected concerns with public schooling of the handicapped and personal-emotional feelings about handicapped persons. In general, the differences between pre- and posttests for this factor reflected a greater breadth and depth of understanding and sensitivity to the handicapped, although the total strength of importance of this factor in relation to the minorities factor was reduced by 22 percent in the posttest. The factor structure remained almost pure for the handicapped with the exception of one item relating to the disadvantaged occurring on the pretest.

The conceptual interpretation of the factor Perceptions of Minority Learners (Factor II on the pretest and I on the posttest) reveals that whereas on the pretest the factor was very pure for minorities, on the posttest the factor became more heterogeneous for the minorities and the disadvantaged with one reference to the handicapped. Thus, there is evidence that the training broke down preconceived categorizations of the three areas and resulted in integration of similarities for these areas. In fact, the pretest factor is best termed Perceptions of Minorities as opposed to the more specific label

used for the posttest: Perceptions of Minorities and Disadvantaged Learners. Furthermore, eight (8) new items are added to the factor in the posttest which reflects a much broader awareness of differences and areas of concern for minorities and the disadvantaged. The new items in the posttest reflect a concern for the nature of the minorities and disadvantaged as learners as opposed, perhaps, to the general populace. The increased strength of this factor by 25 percent suggests that the training brought about an integration of attitudes regarding minorities and disadvantaged. The complete conceptual modification of Factor III from the pre- to the posttest suggests that predispositional attitudes of the participants were oriented toward surface perceptions of the disadvantaged. These perceptions changed when more indepth knowledge and awareness was obtained through participation in the training, and the posttest factor reflected a new emphasis on curriculum needs of the disadvantaged. The pretest predispositions toward the disadvantaged became integrated with the Perceptions of Minorities and Disadvantaged, the new Factor I in the posttest.

Overall, the conceptual interpretation of the factor structure reflects more increased depth of knowledge and awareness of the handicapped, minorities and the disadvantaged. Differences in pre- and posttest factors suggest that the training resulted in integration of attitudes about the disadvantaged with those of the minorities implying that by the end of the training, minorities and the disadvantaged were seen as interrelated based upon individual needs.

## Relationship of Factors to T-Test

Only two assessment scale items which showed significant difference on the t-test appeared on both the pre- and post-test factor analysis and met the minimum 50-40 criterion. These two items were isolated on the Equity of the Handicapped factor. That these items appeared on both types of statistical analysis is one indication that they represent the most salient features of the training program. At least the data indicates that of the eighty items presented, the participants viewed these two items as very powerful representations of the training. The first item is No. 40 and the second is No. 45. Number 40 refers to an increase in agreement regarding normal students participating with handicapped students in the same classroom. Number 45 refers to more agreement related to the participants not feeling "ashamed" to have a handicapped child (as part of their family). Essentially these two items represent the primary areas of emphasis regarding a better understanding of the handicapped--school and family. The reference to school is an indication that training significantly increased the attitude of the participants on the issue of the handicapped as deserving involvement with regular classroom activities. The implication to the family indicates that participants gained more positive feelings about their personal (and more intimate) relationships with handicapped individuals, especially as family members.

Three other items appeared as significant on the t-test and met criterion on the posttest factor analysis. Item No. 42, "having a handicapped person as a true friend," isolated on the Equity of Handicapped Learners' factor and correlated highly with item No. 45 referring to handicapped as family members. The training reinforced the importance of close friendships with the handicapped as one vehicle to more genuine acceptance of them as individuals. Items No. 10 and No. 79 were also significant on the t-test and met criterion on the posttest factor analysis. Item No. 10 refers to course objectives unique to the needs of the disadvantaged, and item No. 79 refers to special programs relating to the cultural background of minorities as helpful to minority learners. These latter two items were isolated on Factor III of the posttest: Program Needs of the Disadvantaged and Minorities. As discussed in earlier analysis, it is evident that the training influenced the teacher concern of developing curriculum that is adapted to the cultural and situational needs of the learner. It is even more significant that both minorities and the disadvantaged are viewed as one integrated concept for curriculum adaptation as evidenced by both of them appearing on the same factor in the posttest.

Overall, the training had indicated positive effects on two important areas of concern--the school and the family. Participants demonstrated greater understanding and sensitivity to learners who are handicapped, are members of minorities, or

are disadvantaged. They integrated their conceptualization of minorities and the disadvantaged into a more unified perspective and demonstrated a new awareness of curriculum needs related to these groups.

## Other Observations

In developing an evaluative instrument that would produce a statistical measurement whereby data could be generated that would reflect the project's activities, a number of alternatives were explored. As each alternative was discussed by the project staff, it became more clear that attitudes were being dealt with and that they had to be assessed in some manner to measure change if any occurred. Thus, the previously discussed instrument was developed and used. As a result of field testing and using the attitude scale in the project, several necessitated changes became quite clear.

First, in future research, the three categories within the scale (handicapped, disadvantaged, and minorities) should be omitted. The researchers should retain them for data purposes but not display them within the scale. Also, the items found within each category should be scuffled around to where there is no set pattern or categorization for any of the three areas. It was felt that these categories might have influenced the participants' responses as they worked through each category.

Secondly, the scale could be reduced in the number of statements by selecting only those items showing significance at the 50-40 criteria level. In addition, a "cushion" or support

item pool of the next 15 percent high-scoring factor items could be incorporated. This would produce a scale of approximately twenty-five (25) items.

Third, to reduce the contamination of identical pre- and posttest assessment scale administration, an identical item pool needs to be developed. This item would allow for the assessment of attitudes changed during the training without needless biasing of the data.

In addition, non-statistical evaluations of the workshop training were collected from the participants. The evaluation form simply asked the participants to list what they thought the positive and negative aspects of the training were. Consistent throughout the evaluations were these common observations:

1. "The training made me aware of human differences."
2. "The training made me aware of the necessity of treating all people as individuals."
3. "The training made me aware of the necessity for curriculum modification and individual programming."
4. "I plan to implement these newly acquired human-awareness techniques in my vocational classes."
5. "I appreciated the training because it made me involve my emotional feelings as well as my professional skills."

# PART IV

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Summary

The purpose of this study was to develop and evaluate pre- and inservice models for the delivery of informational services to vocational teachers of special needs youth. The preservice model was campus-based and designed for undergraduate vocational students. The inservice model was field-based and designed for vocational teachers presently teaching in classroom and laboratories.

Concurrent with the model development was the construction of a Special Vocational Needs Attitude Scale that was used to assess the attitudinal changes that occurred as a result of the inservice workshop treatment. This scale was then used throughout the duration of the project.

Four 2-day workshops for inservice vocational teachers were conducted throughout the state of Nebraska. A total of 120 teachers were involved.

Data collected via the Special Vocational Needs Attitude Scale was analyzed by using the two-tailed "t" test with the level of significance set at .10 (or .05 for each tail). In addition, factor analysis was applied to the pretest and post-test of the SVN Attitude Scale. Non-statistical information was compiled from the participants' written workshop evaluations.

## Conclusions

The following conclusions are based upon the analysis of data and the non-statistical observations:

1. The treatment (workshop training) assisted the participants in achieving a greater understanding and sensitivity to learners who are handicapped, are members of minorities, or are disadvantaged.

2. The project objectives were valid and were achieved.

3. The Special Vocational Needs Attitude Scale served as a measure of treatment effectiveness as well as a focusing agent on the three student groups in need of being served.

4. The workshop model served well throughout the project and was transportable throughout the state.

5. The components of the preservice model were integrated into teacher preparation programs for vocational teachers.

## Discussion of the Conclusions

Given the results of this study, and in conjunction with national trends to serve disadvantaged and handicapped students more effectively in vocational education programs, a number of results from this project can be realized.

1. The increased sensitivity and understanding on the part of vocational teachers toward special needs youth will assist in more effectively meeting individual student needs.

2. A transportable workshop model has been developed that can be shared throughout the state and nation.

3. Preservice vocational teachers are being exposed and oriented to special needs students prior to their entering the field.

4. The Special Vocational Needs Attitude Scale that was developed serves as a measure of attitudinal change that occurs throughout the various treatment experiences.

## Recommendations for Further Research

During the course of this project a number of related researchable areas emerged that are suitable for further investigation. In this light, the following recommendations are offered:

1. A replication of this study using the same design, activities, and instructional materials should be conducted in at least two other states.
2. The Special Vocational Needs Attitude Scale should be further refined and field tested.
3. An identical item pool of Special Vocational Needs Attitude Scale items should be developed and field tested.
4. A program summarizing the results and implications of this study should be developed to present to other state vocational departments of education and teacher preparation institutions.
5. A follow-up study of the training participants should be conducted.

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# Appendix A

## Special Vocational Needs Attitude Scale

Soc. Sec. No._____

# SPECIAL VOCATIONAL NEEDS ATTITUDE SCALE

The following attitude scale is divided into three major catagories entitled Disadvantaged, Handicapped, and Minorities. Under each category read the statements carefully and respond by circling one of the headings located to the right of each statement. The headings are:

SA - Strongly Agree  A - Agree  MA - Moderately Agree
MD - Moderately Disagree  D - Disagree  SD - Strongly Disagree

## DISADVANTAGED

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | Socioeconomic, educational, or cultural impoverishment often prevents the disadvantaged from succeeding in regular vocational programs. | SA | A | MA | MD | D | SD |
| 2. | Being able to identify the disadvantaged is important; however, having knowledge of the underlying causes is also important. | SA | A | MA | MD | D | SD |
| 3. | Disadvantaged and non-disadvantaged students seem to have no unusual problems in their daily associations. | SA | A | MA | MD | D | SD |
| 4. | Basically, the disadvantaged are against the goals and/or aspirations of the middle income class in society. | SA | A | MA | MD | D | SD |
| 5. | Teaching the disadvantaged is no more difficult than teaching the non-disadvantaged. | SA | A | MA | MD | D | SD |
| 6. | "Motivation" is more crucial in teaching the disadvantaged than all the other problems put together. | SA | A | MA | MD | D | SD |
| 7. | One of the best ways to reach the disadvantaged student is to provide him with practical and concrete activities. | SA | A | MA | MD | D | SD |
| 8. | The curriculum for the disadvantaged should be occupationally oriented. | SA | A | MA | MD | D | SD |

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|---|---|---|---|---|---|---|---|
| 9. | When setting up course objectives, disadvantaged students should be allowed to participate by selecting and suggesting objectives. | SA | A | MA | MD | D | SD |
| 10. | The objectives of a course for the disadvantaged need to be stated in behavioral terms unique to their situations. | SA | A | MA | MD | D | SD |
| 11. | Disadvantaged students should be assigned to programs rather than being allowed to choose their courses in occupational education. | SA | A | MA | MD | D | SD |
| 12. | Parents of the disadvantaged are much more willing to talk about their children's problems than parents of the non-disadvantaged. | SA | A | MA | MD | D | SD |
| 13. | Many students who need to be in programs for the disadvantaged are omitted. | SA | A | MA | MD | D | SD |
| 14. | It is discouraging to teach disadvantaged students because parents do not appreciate your efforts. | SA | A | MA | MD | D | SD |
| 15. | Disadvantaged students lack interest in education. | SA | A | MA | MD | D | SD |
| 16. | Disadvantage students have chips on their shoulders. | SA | A | MA | MD | D | SD |
| 17. | Grooming and personal appearance if far below the average among disadvantaged students. | SA | A | MA | MD | D | SD |
| 18. | Disadvantaged students have no desire to acquire middle class values. | SA | A | MA | MD | D | SD |
| 19. | Disadvantaged students make a real effort to be proper in personal dress and appearance. | SA | A | MA | MD | D | SD |
| 20. | Motivation is the hardest part, and this is possible only if school work relates to life as it is seen by the disadvantaged. | SA | A | MA | MD | D | SD |
| 21. | When challenged and understood by the teacher, disadvantaged students are exciting to work with. | SA | A | MA | MD | D | SD |

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| 22. | If disadvantaged students are interested in the subject, they will be more inclined to respond. | SA | A | MA | MD | D | SD |
| 23. | Any success in teaching disadvantaged students is due, in large part, to the personality of the teacher. | SA | A | MA | MD | D | SD |
| 24. | The majority of disadvantaged students have reading problems. | SA | A | MA | MD | D | SD |
| 25. | Disadvantaged students do not seem to care about learning. | SA | A | MA | MD | D | SD |
| 26. | The ability of some disadvantaged students is quite high, and if given the chance, they can be a very valuable asset to the United States. | SA | A | MA | MD | D | SD |

HANDICAPPED

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 27. | With the current trend in industrial technology, there are going to be fewer jobs that handicaps can fill. | SA | A | MA | MD | D | SD |
| 28. | It's unfair to the handicapped student to put him in a classroom with normal children. | SA | A | MA | MD | D | SD |
| 29. | The most important principle in teaching the handicapped is to protect them against failure. | SA | A | MA | MD | D | SD |
| 30. | Having a handicapped child is the price some people pay for evil living. | SA | A | MA | MD | D | SD |
| 31. | As properly conceived programs of special education grow, handicapped students will find more employment opportunities. | SA | A | MA | MD | D | SD |
| 32. | Because of their condition, the handicapped are easily led into criminal ways. | SA | A | MA | MD | D | SD |
| 33. | It must be hard to forgive yourself if you have a child who is handicapped. | SA | A | MA | MD | D | SD |
| 34. | Much more money should be spent on research into the causes of various handicaps. | SA | A | MA | MD | D | SD |

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|---|---|---|---|---|---|---|---|
| 35. | We need more laws for the protection of persons who are handicapped. | SA | A | MA | MD | D | SD |
| 36. | Decent parents are just as likely to have a handicapped child as any other parents. | SA | A | MA | MD | D | SD |
| 37. | It seems unjust to spend twice as much money for educating a handicapped student than for a normal child. | SA | A | MA | MD | D | SD |
| 38. | A handicapped person can live just as happy a life as a normal person. | SA | A | MA | MD | D | SD |
| 39. | Most of our social problems would be solved if we could somehow get rid of the handicapped people. | SA | A | MA | MD | D | SD |
| 40. | It is unfair to the normal students to have handicapped students in the same classroom. | SA | A | MA | MD | D | SD |
| 41. | A handicapped person can live just as useful life as a normal person. | SA | A | MA | MD | D | SD |
| 42. | I could see myself having a handicapped person as a true friend. | SA | A | MA | MD | D | SD |
| 43. | I'd rather have a child born dead than handicapped. | SA | A | MA | MD | D | SD |
| 44. | I would trust a handicapped person as a babysitter. | SA | A | MA | MD | D | SD |
| 45. | If I had a handicapped child, I'd feel ashamed. | SA | A | MA | MD | D | SD |
| 46. | For the handicapped, kindness is more important than any educational program. | SA | A | MA | MD | D | SD |
| 47. | Handicapped students are inclined to be behavior problems. | SA | A | MA | MD | D | SD |
| 48. | Public school special education classes for handicapped learners should be located in regular school buildings, not in a building away from the regular school. | SA | A | MA | MD | D | SD |
| 49. | Handicapped learners have the same right to an education as normal children. | SA | A | MA | MD | D | SD |

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|---|---|---|---|---|---|---|---|
| 50. | The best place for the care of the handicapped student is in the home. | SA | A | MA | MD | D | SD |
| 51. | I would rather see handicapped students enrolled in puplic school classes than see them enrolled in mental institutions. | SA | A | MA | MD | D | SD |
| 52. | Handicapped students are usually better off in mental institutions. | SA | A | MA | MD | D | SD |
| 53. | I believe that a good regular classroom teacher should be able to provide her handicapped pupils with many valuable and worthwhile experiences. | SA | A | MA | MD | D | SD |
| 54. | For the teacher, there is very little intellectual stimulation from handicapped learners. | SA | A | MA | MD | D | SD |
| 55. | Most handicapped students cannot be trusted. | SA | A | MA | MD | D | SD |
| 56. | It is a waste of the taxpayer's money to attempt to teach handicapped students within the regular classroom. | SA | A | MA | MD | D | SD |
| 57. | I believe that teaching handicapped students would be very rewarding. | SA | A | MA | MD | D | SD |
| 58. | I generally feel rather uncomfortable around handicapped pupils. | SA | A | MA | MD | D | SD |
| 59. | Students that disrupt regular classes are probably handicapped and should be placed in special classes. | SA | A | MA | MD | D | SD |
| 60. | If I were an employer, I would hire a handicapped person. | SA | A | MA | MD | D | SD |

MINORITY

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 61. | Minority students are usually cooperative. | SA | A | MA | MD | D | SD |
| 62. | Most minority students have a dislike for anyone in authority. | SA | A | MA | MD | D | SD |
| 63. | Among minority students, poor grooming and lack of cleanliness are characteristic. | SA | A | MA | MD | D | SD |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 64. | Many minority students hated school and teachers before they ever started first grade. | SA | A | MA | MD | D | SD |
| 65. | Many of these minority students are trying harder to take advantage of meaningful learning situations. | SA | A | MA | MD | D | SD |
| 66. | Standards must be realistic and different for the minorities. | SA | A | MA | MD | D | SD |
| 67. | Minorities have ability, but just haven't had a chance to develop it. | SA | A | MA | MD | D | SD |
| 68. | In general, minority students will be outstanding athletes. | SA | A | MA | MD | D | SD |
| 69. | Some of these minority students will be outstanding athletes. | SA | A | MA | MD | D | SD |
| 70. | Minority students can perform in areas of decision making as well as manipulative skills. | SA | A | MA | MD | D | SD |
| 71. | Minorities just want to "get by" in life. | SA | A | MA | MD | D | SD |
| 72. | Minorities are selfish, display negative attitudes, and do as little as they can possibly get by with. | SA | A | MA | MD | D | SD |
| 73. | Individually, minorities are very nice, but collectively they are terrible. | SA | A | MA | MD | D | SD |
| 74. | When friendship is established with minorities, it is done so with great warmth, depth, and loyalty. | SA | A | MA | MD | D | SD |
| 75. | Minority students are usually quite highly motivated. | SA | A | MA | MD | D | SD |
| 76. | Minority students will not work out alternative solutions to problems; they just give up. | SA | A | MA | MD | D | SD |
| 77. | Minority students find the idea of years of preparation for a career vague and without meaning. | SA | A | MA | MD | D | SD |
| 78. | Minority students have poor attitudes. | SA | A | MA | MD | D | SD |
| 79. | Special Programs which increase minorities' knowledge of their own cultural background are very helpful. | SA | A | MA | MD | D | SD |

80. Minority students have a difficult time setting goals for their life. SA A MA MD D SD

Appendix B

Sample Resource Packet

# DESIGNING CAREER EDUCATION PROGRAMS FOR THE SPECIAL NEEDS STUDENT

Prepared by

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## DESIGNING CAREER EDUCATION PROGRAMS FOR THE SPECIAL NEEDS STUDENT

Career Education programs are proliferating throughout the country with the major emphasis being placed on career awareness, exploration, preparation, placement, and adjustment. Career Education is not viewed as a limited program for a limited population. Consequently, attention must be focused on preparing all students to choose self-fulfilling life goals. Adequate Career Education will provide the opportunity for every individual to make unique contributions to the evolving functions of society.

Of particular interest to many professionals in the field, is the Career Education of special needs students. Special Needs is a broad and inclusive concept that takes into account any handicap that requires alternative and/or supplimentary education in order to prepare the individual to adequately function within society. Special Needs, subsequently, could include any student categorized in one or more of the following:

1. Mentally impaired
2. Emotionally disturbed
3. Physically Handicapped
4. Socially disadvantaged
5. Culturally deprived
6. Economically disadvantaged
7. Academically deficient

The problem existing at this point in time is the inability of teachers to adequately deal with the special needs student in the classroom and laboratory situations. It is not uncommon to find special needs students who have been "placed" into various Career Education programs on the basis of academic and social bias. What is lacking is material that would help the special needs student select an appropriate educational program. Compound this with the teacher's inability to identify individual student interests and preferences, and you find a disinterested student in an inappropriate program.

Teachers are being told that they will be held accountable for the competencies (knowledge, skills, and judgment) gained by all of their students rather than the traditional mean score of their class and should expect an increasing number of special needs students. This is frightening, as well it should be. Most educators believe they are completely unqualified to deal with these students; few have had any training and most are frustrated to the point of changing job situations or exiting from the profession completely.

> Most preservice education programs within universities do not require (special needs) preparation for regular classroom personnel.[1]

In order that the teacher can adequately handle the potential situation of integrating special needs into the mainstream of the student body, it will be necessary to develop a systematic approach in the designing of Career Education programs. Four components of this model are: (1) identification of program goals; (2) specification of competencies; (3) defining indicators of success; (4) developing modalities of instruction; and (5) program evaluation. This paper will; therefore, attempt to specify how these components can be utilized when designing Career Education programs.

## Identification of Program Goals

The first component in the Career Education design model is the establishment of program goals. Mager defines a goal as a "statement describing a broad or abstract intent, state, or condition."[2] Goals should reflect the direction, desire, or emphasis of a program.

Students in regular programs scmetimes function without clearly defined goals and objectives, but such is not the case with special needs students. These individuals need specifics when they are being dealt with no matter what the task at hand might be.

When setting program goals, a goal analysis must be conducted. This analysis should include such questions as:

1. What have I done with the program in the past?
2. How satisfied were the students and I with the program upon completion?
3. What do I want to do in the future?
   a. Remain the same
   b. Change completely
   c. Change and modify the old method

There are various techniques and information sources that can be utilized during the analysis process. One example is the use of survey forms asking former students, parents, and fellow teachers their opinions regarding past career education programs. The surveyor can quickly see from these forms if major program segments have been left out of the classroom proceedings. The result would be the clarifying and development of more attainable and applicable goals.

When analysis is complete, writing of actual goal statements follows. An example of a program goal might read: "All special needs students will be exposed to real-life occupational situations."

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[1]J.R. Yates, "Model for Preparing Regular Classroom Teachers for Mainstreaming," Exceptional Children. XXXIX, March 1971, p. 471.

[2]Robert F. Mager, Goal Analysis, (Belmont, California), Fearon Publishers, 1972, p. 35.

This goal reflects abstract intent of providing students with these kinds of experiences yet does not describe the actual method of exposing the students to the situations. There is built in latitude to achieve the goal that best fits the individual need of each student.

Goal statements are direction indicators for both the teacher and the students. These statements need to be constantly reviewed and changed periodically to reflect the current emphasis of the Career Education program. The achievement of goals is dependent on the clarity of the next four areas. The first being the specification of competencies.

## Specification of Competencies

Competencies can be defined as those ". . .knowledge, skills, and judgements which the student will demonstrate at a predetermined proficiency level;"[3] and are derived from subject matter, educational philosophies, and student characteristics. In an instructional program, competencies can be used to determine whether or not students have obtained specific goals; thus, competency identification is a function of goal achievement.

When identifying competencies, a teacher must keep in mind the individual student rather than the class as a whole. Consequently, competencies should be selected that require different performances from students of varying levels of ability, yet contribute to the achievement of overall program goals.

Once competencies have been identified, there should be a process developed by which they are categorized under several major headings according to subject commonalities. By categorizing in such a manner, the scope of the program is laid out and the context within which students will work is established. Thus, major headings such as interests, abilities, and aptitudes would denote various segments of the program or instructional scheme. The students would have a clear picture of what category they are exploring by utilizing the general heading stragedy.

It should be noted that competencies may or may not be pyramided in relationship to one another. If a competency is to be a prerequisite for another competency, definite evidence must be provided to substantiate the requirement, otherwise a bottleneck will be produced within the program.

The advantage of competency categorization is its logical order through which instructional content can be sequenced. To have a laundry list of competencies would prove nonsensical in an educational program--similarly, competencies alone cannot provide adequate information for the total instructional program. Thus, further specification of content is required to assure program relevancy and validity.

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[3]Fred S. Cook and Rita Richey, "Two VAE CBTE Models: A Model for a Competency-Based Instructional System," Competency-Based Teacher Education Series, No. 2. Wayne State Univ., Nov. 1973, p. 2.

## Defining Indicators of Success

At the heart of a successful Career Education program is the ability of the teacher to specify those student outcomes that indicate achievement of competence and eventual goal attainment. In the writings of Bjerstedt (1972), Kibler et al. (1970), and Davis et al. (1974), the traditional "normative" indicators have given way to demonstrated or performance indicators--commonly referred to as performance objectives.

Most teachers are a bit uncomfortable or undecided when they are asked to specify objectives for the average class. Many times they feel they are writing objectives to satisfy the school administration rather than for the good of their students. When called upon to write objectives for students with special needs, they find themselves in a complete dither as to where to start and what to write. Thus, a systematic procedure must be used when defining indicators of success for all students.

There are normally two major considerations given to the specification of performance objectives: (1) the performance to be demonstrated by the student, and (2) the criteria by which the student will be evaluated. The first step in identifying these indicators should be the specification of performances for each competency identified in the program.[4] At this time, criteria should not be specified--for there is no absolute formula that can be used, other than personal professional opinion, for identifying criteria.

Once performances have been specified, the next logical step is to field test them under realistic conditions. As each student completes, or fails to complete the specified performances, detailed records should be kept as to the acceptable level of performance or criteria needed by each student to pass the objective.

Crutcher and Hofmeister suggest the use of a constant monitoring system to keep the students up-to-date on their progressionary achievement as well as monitoring the success or failure of the instructional strategies employed.[5] Through the utilization of a system such as this, the teacher can ascertain the learning style of the special needs youth and present the career concepts in such a manner.

## Developing Modalities of Instruction

It is generally agreed upon by most learning theorists that all individuals do not learn in the same manner and at the same pace.

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[4]Each competency should have at least two or three performances listed under it, if not, it should then be restated in terms of a performance and categorized under another competency, or eliminated from the program.

[5]Corinne Crutcher and Alan Hofmeister, 'Effective Use of Objectives and Monitoring," Teaching Exceptional Children, Volume VII, No. 3, Spring, 1975, p. 78.

Likewise, it should be noted that special needs students should not be exposed to the same type of Career Education instructional modality throughout an entire instructional sequence.

Research conducted by Hill (1974) indicates that students have two types of cognitive or learning styles: (1) a preferred style, and (2) an actual style. The preferred style identifies which conditions and modalities the student would like to learn under, while the actual style is the conditions and modalities under which the student best learns. This is an extremely valuable tool when dealing with special needs students, for it is difficult to identify those instructional techniques appropriate for students with one or more handicaps.

What must be realized is that the learning activities and information diffusion techniques used in a Career Education program should be as varied and student-oriented as possible. The entire Career Education concept lends itself to a variety of meaningful activities that spark student awareness and interest in choosing an occupation, preparing for it, and entering into it.

With the glut of audio-visual materials dealing with Career Education, much care must be given to the selection and use in special needs classes. Through the delineation of individual student learning styles and appropriate performance statements, it will be possible to develop a career education program tailor-made for each student in the program.

## Evaluation

Program evaluation is a dual component process by which the instructional system and student outcomes are both reviewed and analyzed. When conducting an evaluation, the two components will be inextricably combined, for the instructional system will be a function of the instructional system. Thus, what is occurring is a continual feedback system whereby the success of each component will influence any modification made within the total program.

If the program is set up on a performance-based mode, it will be easy to evaluate the success of the program, for the students will or will not have gained those competencies identified with each program goal. When it is found that the program goals are not being met, there are three options available.

1. A change in program goals is needed.
2. A change in the instructional system is needed.
3. The program should be eliminated.

The first two options are normally easy to accept, but the third is always overlooked. If a program is not successful, it is only logical that it should be eliminated and replaced with a new one--when this does occur it should not be viewed as a failure for there is often more gained through a failure than through success.

## Conclusion

Career Education is an exciting and challenging concept that has benefits for all students. The special needs student faces life with a unique set of problems or handicaps that hinder success in a regular school setting.

With the aforementioned modifications and strategies in mind, the conscientious educator will develop an educational program that will meet the needs of all students.

The challenge is to present Career Education in a meaningful, worthwhile way that will stimulate the interest of the special needs youth and involve the total individual in the setting of life goals.

REPORT FROM

CLOSER LOOK

NATIONAL INFORMATION CENTER FOR THE HANDICAPPED

# IT'S OKAY TO BE DIFFERENT: MEMO ON MAINSTREAMING

We hear a lot about mainstreaming these days. More and more it seems to be seen as the idea that will, like the crucial piece in a puzzle, "put it all together" for handicapped children, as far as the educational picture goes. CLOSER LOOK has been getting an increasing number of letters from parents asking what it is and what it means for their own child. Will he get more help, or less, if he is "mainstreamed?" Some write about happy experiences they've had, some about experiences that were not so happy. Some are just plain bewildered.

We hear from others, too. A mother of a "normal" student writes to ask if the retarded child in the third grade will "hold my child back." A teacher expresses her fear that she won't be able to handle the hyperactive ten-year-old who has been mainstreamed into her classroom. A pre-teen girl writes to say she thinks the teacher is spending too much time with the slow learners, and this worries her . . . she is afraid that somehow it will affect her own chance to "do well" and make it to college.

Obviously, we don't have all the answers. We doubt that at this point anybody does--although a great deal of time and energy on the part of parents and professionals is being spent on investigating ways of making the theory work and learning how to translate it into the positive force it promises to be.

## What's Mainstreaming All About?

It's all too easy to let a word slide into our vocabulary and simply assume that we're all talking about the same thing. So it may be worthwhile to ask: what is mainstreaming? And what isn't it?

Basically, it is a thrust toward integrating handicapped children into regular schools and classrooms, with many opportunities not only to join in the usual activities of a normal school day, but also to be accepted members of their own society of non-handicapped peers, to be "counted in." On the other side, one thing it is not intended to be is a wholesale elimination of specialized services, programs or classes designed for children with exceptional needs.

In simple terms, the mainstreaming philosophy maintains that as many physically, mentally and emotionally handicapped children as possible should be included in regular classes--with as much extra support from professional specialists as each requires. Extra

professional support covers a wide gamut, including intervention by teachers who are skilled in helping youngsters deal with emotional difficulties, tutoring by math and reading specialists trained to work with learning disabled children, mobility training for the blind to give only a few examples. Even when disability is severe, and the child needs to spend a greater amount of time away from the regular classroom to get the kind of teaching and help that he requires he can still be encouraged to take part in all the activities that have always been open to other children--such as art and music, shop and P.E.

The mainstreaming concept accepts the need for full-time attendance in special classes for the fewest among the handicapped child population who, because of the severity of their disabilities, need the most unique services. But they too, according to the ideal, are spared the stigma of segregation. Though taught in special classes, sometimes in special schools, they are assumed to be in the mainstream of school life and, wherever possible, participate fully in regular activities.

A growing number of schools are implementing this design, and even where there is no formal declaration of adherence to mainstreaming, programs are responding to fresh currents of thinking.

## What Happens When the Walls Come Down

It's not hard to see the benefits when some of the rigid walls dividing child from child are brought down. One retarded fifth grader had never even realized there was an assembly room in his school until the day he was asked --by a perceptive music teacher-- if he would like to play the cymbals in the school band. A music lover, the youngster was thrilled, performed his part (two claps of the cymbal, on cue from the music teacher) with dignity and, at the close of a concert for parents, decided to step forward, eyes shining, to take a bow as a soloist!

There are innumerable stories that tell you what happens to kids when they're seen simply as members of an ordinary classroom, without any "special" label. At its best, the new approach provides an opportunity to strengthen that hard-to-define quality called "self-image" and helps to heal some of the erosive effects of isolation and rejection.

## Attitudes Need to Change

But it is important to point out that all the program reforms, new techniques and special resources which are now being debated, developed and tested must stem from a basic change in attitude. When we talk of the "supports" that have to be provided to the handicapped child in the mainstream, our starting point has to be our genuine conviction that there really is no special status we assign to one child and deny to another because of IQ or looks or whatever

other differences exist. Acceptance--a conviction that every child is worthy of the best we can give--is the heart of the matter. We have to really mean it when we say that to be different from the "norm" is not just okay--it's what being human is all about.

One writer, Robert Perske, put it this way: "All of us are limited to some degree. With this new view of human nature, no one needs to be seen as less than human, or more than human . . . it is up to each of us to make a life from our own uniqueness . . . It is my strong belief that the highest human dignity . . . comes from developing into the best Bob Perske I can become with the givens I've got."

Perceiving, appreciating and nurturing the "givens" of each child underlie the push toward mainstreaming, and to do this we must look at life in new ways. A climate must be created in which mainstreaming can flourish, and that's a tough assignment. It means breaking down myths and stereotypes that persist about handicapped. It means overcoming fears and misconceptions, most of which go back to early childhood. It means finding out how to teach new attitudes, even how to construct a curriculum that examines old values and fosters new ones.

Let's Look At the Problem

No system is fail safe, nor should we expect it to be. But, it is important for all of us to look closely and carefully at this new system, to see its possible dangers and pitfalls as well as its promise. One of the greatest appeals it has is flexibility, its capacity, at best, to orchestrate as many teaching alternatives as possible. We hope it will grow in this direction, taking innovative chances on what will work, but keeping in mind always the individual and varied needs of a child--not only academic needs, but needs for friends and success, challenge and fun.

One educator said recently that unless we are ready and willing to mobilize a full range of supportive resources needed by each child, the mainstream could become another "dumping ground." Too many children have been in that kind of mainstream already--failing to learn, giving up, getting social pomotions, joining the crowd who drop along the way. One junior high student who had a year out of special ed put it this way: "It was great to be in a real class But, the teacher didn't have any time to help me. And the kids made fun of me all the time. I couldn't hack it." Without the kind of help that's needed for a kid to hack it, invisible walls can effectively isolate and reject him, whether he's in the mainstream or out of it.

Also, in the enthusiasm for integration, we hope there won't be a downgrading of the place of the small special class or school in the spectrum of needed services. The open door is what makes all the difference, and the respect felt for the children in that

special classroom. The extent of the need for highly individualized trained help away from the pressures of the regular class is something that has to be decided child by child, and the resource must continue to be made available.

Things to Remember

In sum:

- Mainstreaming is a significant educational movement, a possible answer to the long tradition of isolating handicapped children. The result of segregation has been to depress the potential of far too many children; mainstreaming has the capability to do the very opposite, to open doors to participation and normal growth.

- By itself, mainstreaming is not a panacea. It must be backed up not only by many kinds of special resources, but by people who are dedicated to creating an atmosphere of acceptance.

- Parents must be sure that mainstreaming is giving their own handicapped child what he or she needs, that adequate resources exist to make the new system truly responsive not just a fad--or, at its very worst, an educational cop-out.

The hope is that out of all this effort will come greater opportunity for everyone. We hope that our non-handicapped children will gain a conviction not only of their own worth, but of their own strength--their capacity to mobilize themselves to deal with life. The mainstream after all, is not an easy place to be. Each of us, to survive in it, must find what has been described as "our own well of strength." For generations, our society has dealt the handicapped the insult of pity. Now, the new philosophy is saying: "You, too, have a well of strength. We will help you find it and use it." A teacher who works with handicapped teenagers recently called this whole process "lifestreaming." It strikes us that, quite possibly, that's really what we're talking about.

## CHARACTERISTICS OF THE DISADVANTAGED THAT AFFECT LEARNING

The first requisite for planning effective instructional strategy is an understanding of the trainee. Instructors must recognize that disadvantaged trainees have both positive and negative characteristics. The perceptive instructor will recognize these and will capitalize on them in planning and executing his instructional strategy.

Some of the more prevalent characteristics and methods of working with disadvantaged trainees, to meet their special needs, are described in the following categories. It should be recognized that a trainee manifests one, often more than one, and sometimes all of the following characteristics. It should also be recognized that the following list is limited to some of the more prevalent deterents to learning.

| CATEGORY | NEGATIVE CHARACTERISTICS → NEUTRALIZER → POSITIVE CHARACTERISTICS | | NEUTRALIZING METHODOLOGY |
|---|---|---|---|
| I. | They are apprehensive when they enter the training environment which differs significantly from their home background. | A. They have a capacity for close and loyal personal relationships, expecially with peers.<br>B. A positive mutual respect will evolve when an instructor succeeds in winning their confidence and trust.<br>C. They have the inate ability to very quickly detect insincerity. | 1. Do everything possible to eliminate fear and anxiety.<br>2. Display a "I'm here to help you" attitude. Maintain a horizontal relationship with trainee.<br>3. Relationship should be:<br>This: Instructor ↔ Trainee<br>Not this: Instructor ↓ Trainee<br>4. Be sensitive to trainee problems.<br>a. Offer praise when it is earned.<br>b. Capture every opportunity to encourage trainee.<br>5. Learn trainee's name at first contact. Be consistent in your personal reference to each trainee (first name, last name, etc.) |

| CATEGORY | NEGATIVE CHARACTERISTICS → NEUTRALIZER | POSITIVE CHARACTERISTICS | NEUTRALIZING METHODOLOGY |
|---|---|---|---|
| II. | They lack self-confidence due to failure syndrome. | A. They are stimulated by successful experiences.<br>B. Most are capable of working well and hard on a specific task which has purpose and utility for them. | 1. Give recognition.<br>2. Provide for success by establishing a series of short attainable goals.<br>3. Give trainees increased responsibility as they demonstrate that they can assume it. |
| III. | They become bored easily and have short spans of attention. | A. They are creative, motivated and proficient in areas where their interest lie.<br>B. It requires less stimulation for them to become motivated than for "normal" students. | 1. Relate the utility of experience to which the trainee is exposed, to some some occupational or life need.<br>2. Vary both assignments and teaching methodology often.<br>3. Strive to involve trainees in planning and executing assignments.<br>4. Demonstrate often:<br>a. Utilize and vary teaching aide.<br>b. Make each step clear and logical (as they view it).<br>c. Meaningful repetition.<br>5. Reinforce each experience with a practical application activity. |

| CATEGORY | NEGATIVE CHARACTERISTICS —> NEUTRALIZER | POSITIVE CHARACTERISTICS | NEUTRALIZING METHODOLOGY |
|---|---|---|---|
| IV. | They cannot understand the relationship of school to long range goals. | A. They do not regard occupational training as degrading or representing a low status activity.<br>B. They are more impressed by need for occupational training, thus enhancing motivation.<br>C. They are more practical than abstract oriented. | 1. Establish definite and intermediate goals.<br>2. Make sure that goals are clearly understood and satisfy present needs.<br>3. Utilize well prepared handouts prepared for current lesson and future referral. |
| V. | They have work habits that may impede their employment and upward mobility. | A. They are very loyal to those they feel they can trust.<br>B. They take great pride in carrying out responsibility they can adequately handle. | 1. Help to develop acceptable job disciplines:<br>a. stress punctuality<br>b. good study habits<br>2. Develop routine for performing jobs or assignments<br>3. When feasible, have trainees write down instructions.<br>4. Keep written assignments short and specific.<br>5. Develop ability to follow written instruction. |

| CATEGORY | NEGATIVE CHARACTERISTICS | NEUTRALIZER | POSITIVE CHARACTERISTICS | NEUTRALIZING METHODOLOGY |
|---|---|---|---|---|
| VI. | They have poor communication skills. | A. | They are very perceptive to non-verbal communications. | 1. Provide related materials correlated with occupational subject matter. |
| | | B. | They are very articulate in non-standard English. | 2. Imperative! Reading materials must be graded to their reading level. |
| | | | | 3. Activities and materials that improve:<br>a. Listening Skills<br>b. Speaking Skills<br>c. Writing Skills |
| | | | | 4. Build technical vocabulary. |
| | | | | 5. Familiarize yourself with speech communication techniques. |
| | | | | 6. Group discussions to improve interaction skills. |
| | | | | 7. Use tape recorders for feedback to trainees as to how they sound to themselves. |
| VII. | They are poor readers. | A. | They have high interest in areas relevant to fulfilling their needs. | 1. Techniques to improve reading skills. |
| | | B. | Relate well to quick success factors. | 2. Practice in following written instructions and procedures. |
| | | | | 3. Provide relevant materials abput their occupational area or areas of interest |
| | | | | 4. Utilize materials developed for their age level. |
| | | | | 5. Provide graded materials written at their reading level. |

| CATEGORY | NEGATIVE CHARACTERISTICS → NEUTRALIZE? → POSITIVE CHARACTERISTICS | NEUTRALIZING METHODOLOGY |
|---|---|---|
| VIII. | They have personal habits and standards that may not be acceptable in business and industry. | A. They become very loyal and productive employees or learners when they are shown they are getting a fair shake.<br>B. Can be very appreciative when Part A is prevalent. Many behavioral and emotional defects may dissipate when they realize a "square shake" is prevalent. | 1. Provide activities that identify business standards.<br>2. Assist trainees to make self-analysis that identifies their training needs.<br>3. Role play activities that are relevant to business standards.<br>4. Develop activities that provide exposure to the business world.<br>5. Introduce the role of organized labor and its relationship to the trainee's occupational choice.<br>6. Provide an acceptable adult model. Practice what you preach. |
| IX. | They have personality defects that affect employability. | A. Relate well with people who demonstrate <u>honest</u> concern. | 1. Provide opportunities for group interaction and self-expression.<br>2. Provide for group and personal counseling.<br>3. Maintain contact with social service agencies for professional services. |

CHARACTERISTICS OF THE DISADVANTAGED THAT AFFECT LEARNING



| CATEGORY | NEGATIVE CHARACTERISTICS --> | NEUTRALIZER ---> POSITIVE CHARACTERISTICS | NEUTRALIZING METHODOLOGY |
|---|---|---|---|
| X. | Lack of exposure to positive aspects of life. | A. Relate well to alternatives when they experience a better way of life.<br><br>B. When exposed to more positive experiences, will assume some of these characteristics. | 1. Don't be "preachy."<br><br>2. Provide proper adult model.<br><br>3. Arrange for positive exposure and experiences. |

NOTE: The above is not proposed to be an exhaustive list of suggestions for neutralizing negative characteristics. It is recommended that you respond to these as a point of departure in becoming sensitive to the characteristics that might inhibit learning. You will note some repetition in the suggested methodology. You will also note some of the suggested methods may be adapted to any of the ten negative characteristics.

Original source unknown.

# COMMUNICATING WITH THE DISADVANTAGED

BY MICHAEL E. CARBINE

America's attempt to reach and assist her disadvantaged unemployed and under-employed has been an interesting mixture of common sense, wisdom, misconceptions, slogans, and emotions. It has been marked by the intensity and dedication of the many middle-class citizens who have become actively involved in the effort. And it has been marred by repeated failures in communications between the middle class and those they are trying to help. Even the terms by which the unemployed and under-employed are described--disadvantaged and hard core--have created difficulties and in some cases have been rejected or abandoned. The Jewel Food Store Company in Chicago refuses to use the term hard core in its special training program for marginal workers, and the Schmidt Baking Company of Baltimore uses the term special hires, indicating a prospective worker who does not meet the firm's traditional criteria.

There is no such thing as the disadvantaged. Individuals may properly be described as disadvantaged, but their needs will vary tremendously. Thus an approach that works with one group will not necessarily prove successful with another. As Gladys M. Johnson, an official of the Michigan Employment Security Commission, commented at a recent meeting in Chicago of state employment service representatives:

> In our time, the best definition I have is that a disadvantaged individual is born at the wrong time, in the wrong place, to the wrong parents, maybe of the wrong sex, and the wrong color. This involves a very large group of human beings; some are black, and some are not; some are children and some are aged; some are physically handicapped and some are emotionally handicapped.

It is a common misconception that because the disadvantaged individual often lacks formal education, motivation, or cultural sophistication in the generally accepted sense, he is somewhat less intelligent and that whatever language he uses (especially if he is black) he cannot be understood. Certainly many people classified as disadvantaged do not talk the way most Americans do. This does not mean, however, that they can't communicate. As one poor black put it: "We know how to communicate. You don't know how to communicate with us."

## A DIFFERENT LANGUAGE

Disadvantaged individuals can communicate. What is often misunderstood is that their verbal expressions are a somewhat sophisticated means of excluding outsiders, and that in practical knowledge they are far from inferior. Their language and form of knowledge differ from those acceptable to the average American because the disadvantaged form a separate community within American society, a community isolated both geographically and psychologically.

Residents of this community (ghetto, slum, depressed area, etc.) are, for the most part, restricted from leaving it by poor health, lack of money, or psychological fear. They are separated from "normal society" not only by location, but also by their attitudes and behavioral patterns and, if they are black, by their color. Their primary exposure to the "outside" is through the mass media.

The environment, upbringing, and economic condition of the disadvantaged precipitate physical and emotional handicaps which isolate them from the understanding and acceptance of "normal" American society (and, conversely, American middle-class society is often a puzzlement to them). Successful communication between the two groups depends on understanding these handicaps, and the characteristics a middle-class individual develops as a result of his environment and upbringing.

The middle-income parent usually will begin very early to develop in the child a respect for cleanliness, property, and achievement. Overly aggressive behavior will be sharply curtailed. The child's daily schedule will be more systematic and complex than the disadvantaged youngster's, equipping him for the highly skilled and complex world in which he later will have to compete.

The disadvantaged child often comes from a family where privacy is unknown, where the family and the surrounding residents resort to violence for immediate solutions to disputes, and where discipline through the use of force, is common.

The child from a disadvantaged background usually is less verbal, more fearful of strangers, less self-confident, less motivated toward scholastic achievement, less competitive in the intellectual realm, less exposed to the intellectual stimulation, less varied in his recreational outlets, and less knowledgeable about the world outside his immediate neighborhood. He generally is not "wordbound" and is attuned to practical rather than abstract problems.

The disadvantaged child's restrictive environment frequently causes marked deficiencies in listening, speech, and reading, a lack of understanding of social situations, and inadequate development of problem solving techniques. Typically, he is a physical learner, that is, he has difficulty understanding a concept unless he "does it" with his hands. Years of deprivation and discrimination have left educational and cultural handicaps, themselves causing mental blocks to self-improvement. He usually lives in a crowded, deteriorated neighborhood. His home often is burdened with physical or mental illness. Divorce and dispersal of family members are prevalent. The family is apt to be matriarchal.

The disadvantaged child has been raised within the value structure of a white middle-class society which extolls certain goals--a good job, social respectability and acceptance, a home in the suburbs--as gratifying and desirable. But society has made it almost impossible for him to achieve these goals. As a result, the toughness, the hostility, and the indifference exhibited by many dis-

advantaged youth and adults, frequently masks are worn to hide their fear and insecurity. An executive of one large industrial corporation which gave physical exams to 1,000 disadvantaged male job applicants reported that their most common ailment was hypertension.

## SCREENED OUT IN PAST

In the culture of poverty, failure is experienced early and reinforced often. A strong sense of failure and suspicion pervades the life of the disadvantaged adult. He may have acquired a police record for the same activity that resulted in nothing more than a reprimand for a youngster from a middle-class family. He is immensely suspicious of decision making in which he has played no part.

In his search for work, for that one value American society holds in highest regard, he is being measured by the standards of a society from which he has been isolated all his life. Because of his lack of education, training, motivation, social values, or because of his police record, he systematically has been screened out from any job offering the possibility of upward mobility. And now the society which has so consistently excluded him is attempting to convince him that the opportunities he was denied in the past are wide open today.

Under the circumstances, it is no surprise that these overtures to join the establishment are met with distrust. As James D. Williams, chief of public affairs for the Office of Economic Opportunities Community Action Programs, explains:

> There is no such thing as going into an area and saying, 'here I am, ready to help you poor people,' and receiving immediate acceptance. The game in the ghetto is simply not played that way.

Williams emphasizes that "the language in which any message is delivered is as important as the message itself. A common failure among those who aren't quite certain how ghetto people talk among themselves is to resort to the use of the vernacular. When the vernacular is used accurately, this technique has some limited value, but these instances are outnumbered by negative examples that result in further alienation of the target. The most effective message is one stated in clear, simple English. Keep it honest, keep it simple, and keep it addressed to the target group."

The communication barrier is not insurmountable if the person attempting to communicate appreciates the realities of the situation and the capabilities of the people with whom he is dealing.

"So many middle-class people came into the ghetto thinking that because this man lives in a depressed area, or because he lacks a formal education, he is automatically inferior," says Frank Petti, a program developer for a large eastern manpower training firm. "Well, these people never got an education in school. But they got an education on the street the likes of which no white, middle-class man or woman is ever going to get. To survive the ghetto, you have

to be extremely clever and alert. These people are smart in their own way, and they can spot you a mile off, they can talk rings around you, they can con you without your ever suspecting that you are being taken. It takes a smart man to do this."

## TESTS NOT ALWAYS VALID

Most present personnel qualifications tests (with a base in middle-class values) cannot detect this intelligence. Clara Bell K. Jones, a training and procedures supervisor for the South Carolina State Employment Service, tells of a young man, identified previously as hard-core unemployed, who wanted a job requiring manual dexterity of below-average degree. When he failed the company's aptitude test, he was advised that another line of work would be more suitable to his abilities. The young man then said he could strip an automobile in ten minutes. On this basis, he was given the job, and proved to be a satisfactory worker.

It is rarely lack of intelligence or learning ability that inhibits the job performance of a disadvantaged individual. Employers participating in the Job Opportunities in the Business Sector (JOBS) Program are finding with increased frequency that their special-hire trainees generally are quick to pick up a skill, once their motivation and confidence in the job and themselves have been developed.

Donald Dyson, a coach-counselor for a Baltimore program to train marginal employees, points out that "guys with jail records can sit down and tell you 50 to 60 ways to smuggle grass (marijuana) into the cut (jail), something the company's personnel director could never figure out. That's just because their frames of reference are worlds apart--and this is the biggest problem in their communications. These guys from the ghetto are as inherently smart as anyone else. They might not know the right verb to use. But, they can get their message across. They don't want to be talked down to, they want to be treated with dignity and respect. And they want to know that you're being honest with them. With their experience, they can sense insincerity the minute they meet you and then it all becomes a game."

While this practical knowledge is tempered with fear and a suspicion of the outsider's motives and approach, most experts agree that the most effective means of communication is person-to-person contact. It is a delicate proposition, but when executed simply and honestly there is no substitute for this approach.

"The man is standing there, wondering what your angle is," Dyson says, "if he can't find one, if you're not being completely honest with him, he's going to invent one. These people are on the defensive from the word go, and they will use an entirely different language to exclude the outsider until he has won their confidence. He has to prove himself to them. If he can't, the entire thing explodes.

The outsider's usual inclination, however, is to maintian his position. "We talk, but do not try to communicate," Cecil A. Reed, commissioner of the Iowa Employment Security Commission, explains. "We hear but we do not listen. We tend to see the individual in this other group as we expected to see him and to hear the things we expected to hear. At the same time, we subconsciously feel he is totally different from us because he does not want to live like we do. He is a failure in our eyes because he is on welfare and we have made it; he has eight children and we are smart enough to limit our family size; he has quit his job without another and we would never do that."

And, of course, the individual that "outsider" is trying to reach is going through exactly the same process.

Another essential principle in the communication process is to work with rather than for the person. "You have to make it crystal clear that your effort is one of togetherness," says Gladys Johnson, "not an attempt to substitute your way of life for his. In dealing with any disadvantaged group, it is what you do with them, not what you do for them."

The average disadvantaged individual rarely reads a newspaper or advertisement. As one state employment service specialist candidly admits: "Generally speaking, the disadvantaged can't read, and those that can need a better reason than we've given them so far to read the stuff we put out." The disadvantaged do watch television, and they often listen to the radio. The most frequently used and most highly trusted form of communication, however, is word of mouth--direct, personal, verbal contact. Communication within a deprived area is rapid. The word of one trusted man can turn off (or on) an entire community in an amazingly short period of time (witness the disturbances caused by rumors).

## LITTLE CONTACT WITH GHETTO

"Traditionally, local state employment service offices have had little contact with the ghetto resident," says Madison Jones, program coordinator for a Washington-based training firm. "For one thing, the employment office normally has been anywhere but in the ghetto. But more importantly, ghetto residents in the past have experienced failures at trying to obtain jobs through these offices. Once the word got around, the rest of the community shunned them. Unfortunately, those offices just couldn't, within the bureaucratic framework, deliver what they had promised. And in the eyes of the ghetto resident, that failure killed the operation.

A dramatic example of this is seen in the results of a survey of the job seeking patterns of 450 disadvantaged young men from North Philadelphia. The study revealed that in seeking work, only 15 had first contacted an employment office--private or public. Of these 15, only four had registered with the state employment service.

It is commonly assumed that a recruiter coming into a deprived neighborhood must be a member of the ethnic group which lives there. If the target population is Negro, for instance, the recruiter must be Negro. It is assumed that by using target group residents the barriers against the outsiders will be dropped immediately. This assumption is not necessarily valid.

It does not take a Negro to recruit among Negroes; the poor are not the only group who can help the poor. Whites can recruit among Negroes, if they possess the empathy and the honesty required by the task. Recruiting specialists with wide experience agree that many Negroes will pay closer attention to a white employee of a company than they will to a black resident who has been hired as a front. They know the white represents the company's operation, and can quickly answer the questions they want answered.

For this reason, one employment specialist recommends the use of teams--a member of the target group and a white representative from the company. The former will "open the door," and the latter will answer the questions.

The most important consideration is that the recruiter approach the people he is trying to reach in an environment where they feel comfortable and are at an advantage, and that what is promised is promptly delivered. As one state employment service official explains: "It seems that the employment service, for one, has to move out of the manpower office and into the community. Once we have convinced the disadvantaged that we are treating them as equals, then we can get them to come to us."

A number of state employment services are doing that. Minnesota with a disadvantaged population including both Negroes and American Indians, uses neighborhood workers, jobmobiles, and volunteer residents. Neighborhood workers contact people in their homes, on the street, in pool halls, bars, churches, and at social gatherings. Out-stations have been located in housing projects. Indian representatives work on the state's 10 Indian Reservations. Jobmobiles--house trailers equipped as offices--move periodically from place to place.

Other states are making similar efforts, especially since the federal-state employment security system adopted the human resources development concept. This concept stresses the person-to-person "outreach" approach. Idaho, for example, uses Indians living on and off reservations to channel potential hires to conveniently located field offices of the Idaho Office of Employment. The Indiana State Employment Service reports that one of every 14 disadvantaged individuals who filed new applications in its offices during 1968 had been reached by a staff member on an outreach assignment. Many states are using the jobmobile approach which Minnesota is finding highly successful.

## FIRST TWO WEEKS CRUCIAL

Once the disadvantaged individual has been reached and recruited, the communications problem shifts from one of breaking through to one of maintaining and building acceptance, confidence, and motivation. The first two weeks after recruiting, and the first two weeks on a job, are the most critical. The highest drop-out or quit rate occurs during these two periods. The individual has broken out, but now finds himself in a totally foreign environment. The psychological pressures he experiences are strong. He often assumes a more heavily defensive posture than when initially approached, because he is away from his own base of operation. Unusual problems begin to surface, matters which many job supervisors never considered to be problems. Often the trainee hesitates to relate his doubts, fears, or lack of understanding to a superior out of fear that he will be subject to ridicule and anger.

The honesty, sincerity, and understanding that were required in the initial approach now become increasingly important. If the trainee drops out, it is rarely because he does not want the work. More often than not, an action has been misinterpreted, an impatient word has undermined his confidence, or a problem that might seem trivial to others has developed that can, in a few minutes, destroy what it took weeks to build.

A Baltimore manufacturing firm recruited 23 disadvantaged men for its training program. Seventeen stayed through training and moved into jobs. The six who dropped out along the way did so, their counselor reported, because of family problems, health reasons, difficulties in arranging transportation, or personality conflicts with supervisory personnel--not because they did not want to work.

"You will always lose some from a program for the reasons we have come to expect when working with the disadvantaged," says Frank Petti, "but in my experience, they never drop out because they do not want to work. Some simply cannot make the transition. You must remember that we are attempting to bring them to the point where they can function in an economic society that is foreign to their way of thinking. This requires a basic attitude change on their part and that is a difficult achievement for anyone.

"These people are taken from their environment and asked to function for eight hours a day in an alien one. Their habits are being corrected, their behavioral patterns changed. This puts tremendous pressure on them, and calls for increased sensitivity on our part.

"Special consideration, however, does not imply a lack of normal discipline. Discipline is one thing they understand and relate to. The more you give in, the more your relationship is going to deteriorate. They respect discipline, if it's fair. A

strict work attitude--strict discipline, with understanding and positive point of view--is something they respond to. But, it must be discipline with empathy."

The solution to the communications problem that exists between America's establishment and the disadvantaged lies within the establishment itself. It is not a matter of substituting a superior language for an inferior one. Rather, it is a matter of recognizing the attitudes and behavioral patterns of the individuals for what they are, accepting them as the basic operating premise, and working accordingly.

PAIN IN SCHOOL IS having an indifferent teacher*

My unhappy experience was when I was--well--well just last year. I worked on a project for about two weeks 'cause my parents didn't think I was doing enough extra projects for school. So, they wanted me to do one. So I did it. Then, when I brought it to school (these were the last few days) my teacher told me that--well--she didn't really tell me--but she didn't pay very much attention to my project. I made a map. And it just sat in the back of the room for a few days and I finally brought it home. I never got a grade on it, or anything.

PAIN IN SCHOOL IS learning to feel embarrassed*

While in the second grade a question was asked and I raised my hand with much anticipation because I knew the answer and I was the only one who had any idea of the correct answer.

I was wrong and the teacher proceeded to tell me how dumb I was to think that I could do better than her more well-versed students. This tirade went on for about ten minutes while she told me to go to the head of the class and talk about why I had made such a "stupid" answer. At the end of this she told me my zipper was down which gave me much more embarrassment.

PAIN IN SCHOOL IS traveling a lonely road with a hurt that takes many years to heal*

"I am sure you will be better off in the service. The service can teach you a trade. Maybe you can finish high school while in the service."

Seventeen years old and my world had just completely collapsed around me. I had just been told by my counselor that I would be better off in the service than in school.

He was polite, very sympathetic but he was still saying "Sorry, boy, you are too dumb for school!" Even today I would like to tell him to stick his advice in his ear! My work in school had not been good, but I felt much of that was due to the fact that I did more playing than studying.

When I left school that day I wondered what I would tell my parents. What could I tell myself? How could I fight a gnawing, cancerous emotion of worthlessness? I wondered how I could face my buddies. I remember having an overwhelming urge to run, to hide, to get away. But, where does a seventeen-year-old boy hide? The only hiding place I could find was the service. That

day, I enlisted in the Navy before I went home. There was only one paper to be signed before I left for the service, that was a parental permission paper for men under eighteen years of age--they signed!

The hurt I felt that day almost twelve years ago has actually helped me today. When I am working with a boy who is called stupid, can't read, maybe he feels like he isn't worth much. I can go a little further than just sympathizing with him, I can feel what he feels...

Some refer to such feeling as sensitivity. Call it what you will, but I can simply tell my students to "move over, brother, you have company. I've been down this road before once by myself. It's a lonely road, let me travel with you."

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*From Schultz, E., Huechert, C., and Stampf, S. Pain & Joy in School. Champaign, Ill.: Research Press, 1973.

Do's and Don'ts
For the Teacher of the
Occupationally Related Student
in the Study of
Communication Skills

Don't tell the students anything that they can discover for themselves.

Do let them find out for themselves and tell you and the class what they think and know.

Don't talk when you can listen.

Do give students plenty of time to bring out what they have to say.

Don't correct every error in speech or writing.

Do remember that these students will be in secondary school for six years, and that there will be time for correction later.

Don't assume that students who are inarticulate or underachieving are not able to think in a mature way about things that concern them.

Do understand that outside of school these students have been solving problems and communicating with their fellows.

Do make them feel that what is taken up in school is worth thinking and talking about.

Do become a partner in the production of the course by modifying your lesson plans according to the needs of your students, and by adding new and contemporary materials as you discover them.

Do enjoy the students, the material, and their interaction under your guidance.

Those of us engaged in the teaching of the English language and communicative skills are most certainly aware of the need for a program designed to facilitate sequential development of the special needs, disadvantaged and handicapped student. The limited success and low achievement of this type student in the traditional English classroom may all too frequently be traced to a very low level of interest in subject matter and formality of presentation. The special needs student, who finds himself competing with a class composed of a high percentage of college oriented students, will have a great tendancy to "tune out" the material as irrelevant to him.

Solution to this problem seems obvious: take small groups of these students who are occupationally oriented, (class enrollment of no more than fifteen students recommended) and innovate methods, materials, and techniques specifically chosen because they are relevant to the interests, abilities and needs of these students. Individualized instruction is the essence of the program, thus, strict limitation of class enrollment is of utmost importance to successful implementation.

The transposition of the teacher from a formal English classroom to the type of instructional situation necessary at this level is not an easy one, but the teacher is the key figure and empathy flexibility, adaptability, patience, and tolerance are the "tools" of the trade. The program introduced herein is intended only as a core around which the teacher may construct a course of study designed to meet the needs of each student individually. Any attempt to adhere rigidly to this core may serve to nullify the main objective by limiting flexibility. The teacher must analyze each student, and strive to hold his interest by being and remaining relevant. Unfortunately, a system of grading is usually required. In this regard, the teacher should keep in mind that there is no greater motivation than success. No matter the level of achievement at which the student is working, success must be maximized and failure minimized.

Statistics divulge that these types of students, when concerned with communication, will communicate orally ninety to ninety-five percent of the time. Recognizing this fact, the teacher may wish to emphasize oral participation.

Finally, the teacher may question the frequent use of repetition in the overall curriculum. It is our opinion that only through the use of repetition and reinforcement does learning take place with the special needs student.

Source Unknown

Taken from:
NASSP BULLETIN ; September, 1967

# The Irrational Curriculum

Robert W. Young

Is there a point of "no return on investment" in the college preparatory curriculum--a point beyond which the election of additional academic courses is of little preparatory value to the student?

Mary R _____ thought so. She graduated from a large three-year high school in 1963 and entered college in the fall of the same year. She elected 18 semester courses in business education during the tenth, eleventh, and twelfth grades. This was exactly twice the number of academic courses in her high school program. After one year of college her grade-point average in the academic portion of 31 hours of English, biology, sociology, geography, speech, and typing was 3.25, or B plus.

Kay S _____ did not think so. She graduated in 1963 from the same high school and entered the same college at the same time as Mary R _____. Kay elected one high school typing course and confined the remainder of her program to traditional college preparation. Her first year college grade-point average in the academic portion of 27 hours of English, biology, science, psychology, health, and nursing courses was 2.36, or C plus.

Both girls were the same age (218 months) at high school graduation and both from low-income neighborhoods; they had identical intelligence scores of 1 4; Mary's academic high school grade-point average was 3.09, Kay's was 3.26. Both girls were of the same race.

Jane B _____ and Sue M _____ were as closely paired as Mary and Kay. In high school Jane elected three courses in bookkeeping, four in typing, one in shorthand, two in sales, and two in office practice. Sue elected one typing course and confined the remainder of her high school program to traditional college preparatory courses. Jane's academic grade-point average after one year of college was 2.00 and Sue's was 1.84.

Joe and Tom were matched equally well, including identical high school academic grade-point averages of 3.04. In college Joe elected 32 hours of English, math, science, and engineering courses. Tom elected 30 hours in English, math science, and architectural drawing courses. Joe achieved a college academic grade-point average of 2.91, while Tom's average was 2.18. Both boys attended the University of Michigan. Joe's college preparation included seven industrial arts courses, and Tom's included two.

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Robert W. Young is superintendent of West Morris Regional High School District, Chester, New Jersey, and was formerly principal of Dearborn High School, Dearborn, Michigan.

## Nonacademics As College Preparation

These are accounts of three of 130 pairs of students reported in the writer's doctoral dissertation at the University of Michigan in April 1966.[1] This research clearly demonstrated that high school students can elect freely from business and industrial curricula without jeopardizing their college achievement.

The study further demonstrated that students who elected freely in these areas and who attended the University of Michigan achieved significantly higher grade-point averages than did their matches. Further, the differences in college averages were even more significant if the students came from high-income neighborhoods.

Not only does there seem to be a point of "no return on investment" in the college preparatory curriculum, but failure to recognize the value of certain so-called nonacademic programs may deprive many students of enriching experiences important to their success in college.

## A Cause of Social Conflict?

The research indicates that there is little excuse for education to continue to worship exclusively at the altar of academic excellence. Such an attitude on the part of educators may very well be a contributing factor in the social conflict disturbing America. Society may long pay for feelings of inadequacy engendered in those youth who often have little choice other than to believe that the school is not really interested in them.

The admissions process of institutions of higher education must share responsibility for this negative aspect of public school education. In a 1963 study sponsored by UNESCO, Frank Bowles stated:

> Only recently...have the problems of operating the admissions process become so magnified by enrollment pressures that they threaten to conceal the fact that the very structure of the process--its methods and practices--can be more damaging in its effects on educational development than are the obvious admissions difficulties which attract so much public attention.[2]

Bowles believes that institutions of higher education should waive or alter their entrance requirements to allow secondary schools to develop meaningful programs for individual students. He comments as follows:

Unless the student can be confident that he is a valued member of

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[1]Robert W. Young, The Relationship of Business and Industrial Courses in High School with Academic Achievement in the First Year of College, Doctor's thesis, Ann Arbor, Mich., University of Michigan, April, 1966.

[2]Frank Bowles, Access To Higher Education, Vol. I of The International Study of University Admissions (6 Thone Liege, Belgium: UNESCO, 1963) pp. 53-4.

the educational community, accepted on the basis of his individual abilities and achievements, the elaborate structure of education fails in its purpose and is exposed to the abuses that can be inflicted on it by all those who use educational institutions for their own purposes.[3]

Bowles observed the mania surrounding the traditional subject matter connected with college preparation, and he suspected that stronger "doses" of this subject matter lead the aspirant no closer to those characteristics identified with college success. He realized that students caught up in such a dilemma were being deprived of many broadening elements in the secondary program of studies, and consequently deprived of aspects of their individuality. The research cited tends to verify this.

As more and more students aspire to college, the basic purposes of public education become obscured in the competition. Art, music, homemaking, industrial and business courses come to be considered unimportant. At best they are indulged in only if time permits, and only as "fillers" here and there to relieve a stringent academic program. Students who otherwise might have concentrated in these subject areas feel the stigma attached to any preparation not considered academic.

Very few students have the courage to pursue their genuine interests if these differ from traditional college preparatory interests. The writer searched more than 9,000 individual records in five large high schools before he could find 130 college-bound students who had elected five or more business and industrial courses and who could be matched with counterparts who had not deviated from the usual preparatory curriculum.

Tragically those students incapable of strong academic pursuits feel themselves outcasts. They can be observed in the more often than not run-down or inadequate vocational facilities of our schools trying to be outwardly carefree in order to hide inner frustration and discouragement. Added to their burden is the prospect of compulsory military training, which not only spurs them to additional academic studies beyond their capabilities and to more failure, but which also stimulates their more academically talented peers to elect more academic subjects and thus widen the gap between them further.

It is an ironic paradox that the more capable students, whom the discourage ones emulate and who gain entrance to the more exclusive universities and colleges, profit significantly in college from high school business and industrial experiences.

## The Lost Integration

At the high school level the dichotomy between the "high" and the "servile" gets its first social definition, setting the stage for prejudicial attitudes by both groups. Instead of a continuum of individuality, there are two distint "crowds"--the college set and the others.

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[3] Ibid. p. 59.

There have been attempts to resolve this dichotomy during periods of enlightenment in which educators, recognizing the distinction between information and understanding, tried to integrate the liberal with the vocational, the academic with the practical.

John Dewey's historic construct about the nature of understanding, as set forth in his Problems of Men, clearly implies the advantage to be found in action-centered school facilities:

> Understanding has to be in terms of how things work and how to do things. Understanding, by its very nature, is isolated from action or connected with it only here and there by accident.

This principle has been largely forgotten in the aftermath of Sputnik and under the drive for admission to college.

Dewey's distinction between understanding and information is similar to the distinction between many academic classrooms and most industrial and business laboratories. Admittedly, understanding can be achieved in academic classrooms by dedicated teaching and contrived or vicarious experiences, but industrial and business courses are action--centered to begin with and often utilize natural, as compared to contrived, experiences.

Unfortunately, few educators have recognized a distinction between contrived activity and natural activity. It is ironic that natural activities considered beneath the dignity of the college-bound can hasten understanding one's fellow man. Here is the lost integration.

## The Humane Need

There is little evidence that educators have ever recognized the urgency of a humane dimension in "vocationalism". Dewey believed that the schools foster a dichotomy of man, that the "man of letters" is given no true insight into the technical forces shaping his society; and that the "servile", the people making up the technical forces, have no true insight into the social consequences of their actions. It was on this point that Dewey's followers were never clear. They set about to provide the technicians with insight which would lead to social and political reponsibility, but they showed little inclination to provide the "men of letters" with insight into the working world in the sense intended by Dewey. Quoting again from his Problems of Men, Dewey desired

> ...to break down in the field of education that separation of the "utilitarian" and the "liberal" which restricts alike the former and the latter. The belief that "vocational" education cannot be humane is an illustration that would be humorous were it not so disastrous in effect.

Very few understood the meaning of this. That is why today appreciation of the technical forces in society, as Dewey referred to the working world, is relegated to information dispensed by social studies lecturers and is rarely supplemented through practical experience and action. By failing to give all students some exposure to all of the basic areas in the comprehensive program, the schools are fostering two outlooks on life, two groups which have preju-

dicial attitudes toward each other. This situation is all the more ridiculous because industrial and business courses are good college preparation.

## Qualities of Successful College Students

The traits and characteristics associated with successful college students and which show the highest correlation with college achievement are, in my opinion, orientation, judgment, class-room participation, mechanical interest, visual preceptiveness, seriousness of purpose, relevant thinking, independent thought, clear vocational choice, personal adjustment, creativity, and independence in selection of goals.

These qualities are also a prescription for good living. Some of them are more likely to develop in industrial and business programs than in traditional academic settings. A balanced program would seem desirable-one in which each student would gain from theoretical and liberal exercises as well as gain in practical knowledge through natural experiences. This alone seems to be ample reason to elevate the dignity of business and industrial curriculums and to encourage all students to participate in them.

## Preparation for Life

In summary, then, it is my judgment that the schools foster social conflict, that the integration of subject matter as well as of people requires practical experience, and that 'vocationalism" can offer a humane dimension to education. Several things are clear, however, as verified by research:

All students may substitute large numbers of business and industrial courses for traditional college preparatory courses without jeopardizing college achievement.

For students attending more exclusive colleges, and especially those from high income neighborhoods, industrial and business experiences in high school may improve their prospects of academic achievement in college.

Some of the qualities associated with successful college students are more readily obtainable from high school "vocational" than from traditional college preparatory curriculums.

Unable to cope with well-intended but misinformed patent groups and institutions of higher education, many educators rationalize that college preparation is good preparation for life, when the truth is that a balanced liberal-practical preparation for life is also the best college preparation.

THE BLANKET by Floyd Dell

Petey hadn't really believed that Dad would be doing it--sending Granddad away. "Away" was what they were calling it. Not until now could he believe it of Dad.

But here was the blanket that Dad had that day bought for him, and in the morning he'd be going away. And this was the last evening they'd be having together. Dad was off seeing that girl he was to marry. He'd not be back till late; they could sit up and talk.

It was a fine September night. They washed up the supper dishes and then took their chairs out onto the porch. "I'll get my fiddle," said the old man, "and play you some of the old tunes." But instead of the fiddle he brought out the blanket. It was a big, double blanket; red, with black stripes.

"Now, isn't that a fine blanket!" said the old man, smoothing it over his knees. "And isn't your father a kind man to be giving the old fellow a blanket like that to go away with?"

"Oh, yes, it's a fine blanket," said Petey, and got up and went into the house. He wasn't the kind to cry, and besides, he was too old for that. He's just come in to fetch Granddad's fiddle.

It was the last night they'd be having together. There wasn't any need to say, "Play all the old tunes." Granddad tuned up for a minute, and then said, "This is one you'll like to remember.

He'd never be hearing Granddad play like this again. It was just as well Dad was moving into that new house, away from here. He'd not want to sit here on the old porch of a fine evening with Granddad gone.

The tune changed. "Here;s something gayer." Petey sat and stared out over the gully. The tune stopped suddenly. Granddad said: "It's a poor tune, except to be dancing to." And then: It's a fine girl your father's going to marry. He'll be feeling young again, with a pretty wife like that. And what would an old fellow like me be doing around their house, getting in the way? An old nuisance, what with my talk of aches and pains! And then there'll be babies coming, and I don't want to be there to hear them crying at all hours. It's best that I take myself off, like I'm doing."

They didn't hear the two people coming down the gully path. Dad had one arm around the girl with the hard, bright face like

a doll's. But they heard her when she laughed, right close by the porch. The tune stopped on a wrong note. Dad didn't say anything, but the girl came forward and spoke to Granddad prettily: "I won't be here when you leave in the morning so I came over to say good-by."

"It's kind of you," said Granddad, with his eyes cast down. Then, seeing the blanket at his feet, he stopped to pick it up. "And will you look at this," he said in embarrassment, "the fine blanket." She felt of the wool, and repeated in surprise, "A fine blanket--I'll say it is!" She turned to Dad and said to him coldly, "That blanket really cost something."

He cleared his throat and defended himself, "I wanted him to have the best." The girl stood there, still intent on the blanket. "It's double, too," she said.

"Yes," said Granddad, "It's double--a fine blanket for an old fellow to be going away with." The boy suddenly went into the house. He was looking for something. He could hear that girl scolding Dad, and Dad becoming angry in his slow way. And now she was suddenly going away in a huff. As Petey came out, she turned and called back, "All the same, he doesn't need a double blanket!" And she ran off up the gully path.

Dad was looking after her as if he weren't sure what he ought to do.

"Oh, she's right," said the boy coldly. "Here, Dad"--and he held out a pair of scissors. "Cut the blanket in two."

Both of them stared at the boy, startled. "Cut it in two, I tell you, Dad!" he cried out. "And keep the other half."

"That's not a bad idea," said Granddad gently. "I don't need so much of a blanket." "Yes," said the boy harshly, "a single blanket's enough for an old man when he's sent away. We'll save the other half, Dad; it will come in handy later."

"Now what do you mean by that?" asked Dad.

"I mean," said the boy slowly, "that I'll give it to you, Dad--when you're old and I'm sending you away."

There was a silence. Then Dad went over to Granddad and stood before him, not speaking. But Granddad understood, for he put out a hand and laid it on Dad's shoulder. And he heard Granddad whisper, "It's all right, son--I know you didn't mean it..." And then Petey cried.

But it didn't matter--because they were all three crying together.

ABOUT SCHOOL

This poem was handed to a high school English teacher the day before the writer committed suicide. Original source unknown.

He always wanted to explain things,
but no one cared.
So he drew.

Sometimes he would just draw
and it wasn't anything.
He wanted to carve it in stone
or write it in the sky
and the things inside him that needed saying.

And it was after that that he drew the picture.
It was a beautiful picture.
He kept it under his pillow
and would let no one see it.
And he would look at it every night
and think about it.
And it was all of him and he loved it.

When he started school he brought it with him.
Not to show anyone, but just to have it with him
like a friend.

It was funny about school.
He sat in a square brown desk
like all the other square brown desks
and he thought it would be red.
And his room was a square brown room
like all the other rooms.
And it was tight and close. And stiff.

He hated to hold the pencil and chalk,
with his arm stiff and his feet flat on the floor,
stiff,
with the teacher watching and watching.

The teacher came and spoke to him.
She told him to wear a tie like all the other boys.
He said he didn't like them
and she said it didn't matter.

After that he drew. And he drew all yellow
and it was the way he felt about morning.
And it was beautiful.

The teacher came and smiled at him.
"What's this?" she said.
"Why don't you draw something
like Ken's drawing?
Isn't it beautiful?"

After that his mother bought him a tie
and he always drew airplanes and rockets
like everyone else.

And he threw the old picture away.
And when he lay out alone looking at the sky,
it was big and blue, and all of everything,
but he wasn't anymore.
He was square and brown inside
and his hands were stiff.
And he was like everyone else.
All the things inside him that needed saying
didn't need it anymore.

It had stopped pushing. It was crushed.
Stiff.
Like everything else.

INTRODUCTION TO SPECIAL VOCATIONAL NEEDS STUDENTS

I. Characteristics that point up persons with special economic needs

1. Economically illiterate
2. Heads of families lack adequate employable skills
3. Opportunities do not exist for employment of more adequate skills
4. Unable to cope with mechanization
5. Environment does not promote skill development
6. Few, if any, job choices
7. First to lose job
8. Dependent upon seasonal work
9. Irregular employment
10. Reluctance to accept responsibilities associated with advancement
11. Limited interest in steady employment
12. Reluctance of employer to hire
13. Work experiences are more expendable
14. Face a labor market of reservation
15. Face discrimination
16. Inadequate income
17. Limited Resources
18. No bargaining power
19. Insecurity
20. Poor health
21. Dependence upon public assistance

II. Characteristics that point up persons with special social needs

1. Isolation from the mainstream of life
2. Tendency to be forced to remain on periphery of the community
3. Accepted as being separate and apart
4. Constant fear or repercussion
5. Taught values but denied legitimate means of achieving
6. Lack of exposure to minimum standards of enlightenment and culture
7. Taught that people are different, therefore they should act accordingly
8. Dependance upon services offered by social agencies
9. Absence of a voice in policy making
10. Acceptance of status quo
11. Failure to exercise the rights of a citizen
12. Remembers only evils of the past
13. A belief that the individual has no worth
14. Plagued by a negative self-image
15. A feeling that no one cares
16. Suspicious and hostile toward man-made laws
17. Lack of successful adult "models"
18. Lack of participation in youth organization
19. Change residence often

III. Characteristics that point up persons with special physical needs

1. Poor general health
2. Poor health practices

3. Patients are often treated according to their ability to pay

4. Definitions of health terms are different

5. Treatment of illness is not prescribed through medical channels

6. Poor sight

7. Poor hearing

8. Dental troubles

9. Under nourished

10. Lack of proper sleep

11. Loss of sight - hearing

12. Loss of limbs

IV. Characteristics that point up persons with special academic needs

1. Products of environments which are not conducive to learning

2. Poor educational background

3. Learn at a different rate from the majority of individuals

4. Level of I.Q. is below 90

5. Discontinued school for a good reason

6. Experiences are narrow

7. Limited travel experience

8. Continued involvement with people like themselves

9. Discriminated against as ethnic groups

10. Lack exposure to minimum standards of enlightenment and culture

11. Lack of finance

12. Must have and see immediate progress being made toward a goal

13. Plagued by a negative self-image
14. Low-level reading ability
15. Limited formal vocabulary
16. Poor speech and diction
17. A negative individual attitude
18. Slow in intellectual performance
19. Have few successful school experiences
20. Poor attendance records
21. Low intelligence scores
22. Learns slowly
23. Lack parental interest or guidance

# RECRUITMENT STRATEGIES FOR SPECIAL VOCATIONAL NEEDS STUDENTS

University of Nebraska
Special Vocational Needs
Vocational-Technical Education

10719

## INTRODUCTION

The purpose of this brochure is to assist educators to develop an approach to the recruitment of students, particularly minorities, disadvantaged and handicapped, into the field of vocational education. If recruitment is to succeed, there must be an organized approach to the selection of these students. Throughout the next few pages of this brochure, various recruitment strategies and methodologies will be explored. It is anticipated that this brochure will give you a clearer picture of your opportunities and responsibilities for recruitment of all interested students into the field of vocational education.

### I. Who is a recruiter?

Everyone has an image of who or what a recruiter is. This image may take a variety of forms, but one image that often comes to mind is the military recruiter.

To use the military recruiter as an example, one might think that these men or women are recruiters by virtue of the fact that they are in some branch of the armed forces. This is true, but there are other factors that enter in that make them qualified for the positions they occupy. These factors are: interest, enthusiasm, training, and concern for their profession.

Recruiters of vocational students should have similar concerns and desires for the promotion of their field.

To be at their maximum effectiveness, recruiters need to be selected and trained. This does not mean a "one" time training session--but an active pursuit. Efforts need to be made continually to find new ways of initiating and contacting potential students. Students already enrolled in a vocational program need to be involved in the recruitment efforts. They provide a "role" model for other students to identify with.

The training of recruiters must be organized and not done in a haphazard manner. There needs to be an initial induction program that introduces the recruiter to techniques and strategies to use when working with potential students. The training "school" might be done from disciplines whose job is working with people in the helping profession.

Probably the most important factor in the success or failure of the recruiting program is the quality of people chosen to do the job as recruitment deals with people. So select recruiters with care.

## II. What should a recruiter know?

The following list contains some key suggestions for the successful promotion of a recruiting effort.

1. Knowledge of how to communicate with various types of people. This includes becoming familiar with the attitudes and concepts of the disadvantaged, handicapped, and minority students.

2. A knowledge of the community where you are recruiting. Need to know about the concerns and needs, community structure, and leaders who can work effectively with you in the recruiting process.

3. A thorough understanding of course offerings and programs and how these educational opportunities can help an individual develop additional skills.

4. A knowledge of the job market so that this information can be communicated to the potential student.

5. The types of problems that prospective students face in regard to furthering their education.

6. Available resources (educational and financial) to help solve problems that a student might encounter.

III. What should a recruiter do?

This section deals with the techniques a recruiter should employ for maximum return on efforts expended.

1. Find people for recruiting--people who can benefit from continuing their education. These individuals might include "dropouts," potential dropouts, and students who do not plan to continue their education.

2. Show interest in them and explain how vocational education might be able to help them to prepare themselves for the kind of life they want.

3. Expose each person to the vocational education materials.

4. Fill out contact cards which list such things as name, address, phone, age, sex, current employment, major interests, etc.

5. Have a real commitment to continue to work with the student as he/she begins his/her advanced work so as to assure him/her of a successful experience. Success is a key factor when a student once enters a program.

IV. Where should a recruiter go?

This section lists some possible recruitment sites that should be utilized by the recruiter.

1. Schools--Here recruitment must begin when a person first enters high school, not in his senior year. This apprach will help him to begin planning early in his high school days the curriculum needed to continue his/her education.

2. Homes of prospective students--Recruiters must realize that they are not working only with the student, but with the total family setting. To many parents, advanced training or an education is not a necessity. In many cases, parents have had very little advanced or specialized education and view a high school education as sufficient for their child's needs. Parents need to become a part of the total recruitment team so that the child can receive encouragement and motivation from his/her family to continue learning. Here the recruiter would explain the advantages of advanced training and education, and provide educational counseling.

3. Unemployment offices--Here possible contacts with people who are interested in furthering development of job skills may be made.

4. Places where contacts have been recommended by community laymen.

V. What should a recruiter have?

The following listed items should serve as the core for a recruitment resource packet that would be available to possible recruits.

1. Materials about the institution. This material would be introductory, describing the nature of the institution.

2. Materials about the college departments. Slides might be an effective media to use with potential recruitees as they could have a visual picture of the institution.

3. Materials about vocational education. Recruitees need to see that vocational education can prepare an individual for many vocations--semi-professional as well as professional.

4. Information on back-up services at the institution such as counseling, financial assistance, etc.

5. Brochures to leave with student.

VI. What should a brochure have?

An effective recruiting brochure should meet the following criteria:

1. The overall appearance and format should attract immediate attention and interest. A caption, picture, or design might be used that would focus on the main theme.

2. The brochure should be limited in length and directly to the point. It should convince the reader of the importance and necessity of further education to develop additional skills.

3. When possible, use actual pictures to illustrate the point. This helps the readers to identify with people in the field.

4. Relate ideas on vocational education to the world of work.

5. The body of the brochure should be easy to read and within the abilities of the audience being recruited.

6. The cost of printing the brochure should be taken into consideration.

7. One part of the brochure might include a "form" where the student can write for more additional information.

VII. How should a recruiter follow-up?

Follow-up communication and contact with potential recruitees is necessary. Below are listed some ideas that might be developed and used:

1. Newsletters

2. Career days on campus

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3. Sponsored project contests

4. Communication by phone

Institutions have been recruiting for many years but have failed to recruit disadvantaged and minority students. Hopefully this brochure will provide some guidelines to assist you in your recruitment efforts.

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Informational materials were secured from the following companies and organizations. Their inclusion was meant to broaden the exposure of workshop participants.

The National Multiple Sclerosis Society, 257 Park Avenue South, New York, New York 10010

"People at Work--50 Profiles of Men and Women with MS"

The President's Committee on Employment of the Handicapped, Washington, DC 20210

"The Heart Patient at Work"

"Help Open the Doors"

"Removing Barriers from the Pathways of the Handicapped"

"So You're Going to Hire the Mentally Retarded"

"Work and Epilepsy"

"Yes, You Can Get A Job"

Youth Committee, The President's Committee on Employment of the Handicapped

"An Invitation to those Youths who Aren't Afraid to Get Involved"

W. T. Grant Company, 1515 Broadway, Times Square, New York, New York 10036

"85% Rated Good to Excellent"

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# Appendix C

## Slide-Tape Narration

EDUCATION AND THE INDIVIDUAL
Slide Show Script

| | |
|---|---|
| Note to Facilitator: | This slide-tape show begins with 30 seconds of metronome at 72 beats per minute. This means there are 36 beats to be divided among the initial black slide, the title slide, and the government grant credit slide. You may want to use up about 6 beats on the black slide, leaving 12 beats for the title slide, and 18 beats for the credit slide. |
| Slots 1, 2 & 3: Black slide, title slide & credit slide | |
| Slot 4: FLAG | NEARLY TWO HUNDRED YEARS AGO, MANKIND'S GREATEST EXPERIMENT IN GOVERNMENT WAS BEGUN HERE IN AMERICA: A GOVERNMENT BASED UPON A CONCEPT SO UNIQUE THAT TO THIS DAY THERE IS STILL NO OTHER GOVERNMENT EXACTLY LIKE IT. |
| Slot 5: GOVERNMENT FOR THE PEOPLE | THIS UNIQUE CONCEPT IS SO SIMPLE IT CAN BE STATED IN FOUR WORDS, YET SO SUBTLE THAT OTHER NATIONS SEEKING TO COPY THE SUCCESS OF OUR EXPERIMENT CONSISTENTLY FAIL TO UNDERSTAND THE IMPORTANCE OF THESE FOUR WORDS . . . "GOVERNMENT FOR THE PEOPLE." |
| Slot 6: DRAWING OF PEOPLE | THE FUNCTION OF OUR GOVERNMENT IS TO SERVE ITS PEOPLE. ALL OF ITS PEOPLE. ALL OF THE TIME. |
| Slot 7: DRAWING OF PEOPLE FROM OTHER COUNTRIES | IT WOULD SEEM TO BE AN OBVIOUS CONCEPT, AND YET TO THIS DAY THE UNITED STATES IS ONE OF A SMALL MINORITY OF COUNTRIES WHERE THIS CONCEPT IS PRACTICED. A MAJORITY OF THE PEOPLE IN THE WORLD STILL LIVE IN COUNTRIES WHERE IT IS THE FUNCTION OF THE PEOPLE TO SERVE THE STATE. |
| Slot 8: PERSON ON A MAP | HERE IN AMERICA, IT IS STILL THE FUNCTION OF THE STATE TO SERVE THE PEOPLE. EACH INDIVIDUAL PERSON. THIS CONCERN FOR THE IMPORTANCE OF THE INDIVIDUAL IS ONE OF THE REASONS OUR EXPERIMENT IN GOVERNMENT HAS CONTINUED TO BE A SUCCESS. |
| Slot 9: MAXIMUM POTENTIAL | CONCERN FOR THE INDIVIDUAL IS DEMONSTRATED IN MANY WAYS, BUT NONE IS MORE IMPORTANT THAN ENSURING THAT ALL INDIVIDUALS BE GIVEN AN OPPORTUNITY TO REACH THEIR MAXIMUM POTENTIAL. |
| Slot 10: PERSON IN CAP AND GOWN | IN THE UNITED STATES, EDUCATION IS THE SINGLE MOST IMPORTANT FUNCTION OF GOVERNMENT, PROVIDING THIS OPPORTUNITY OF ENRICHMENT TO INDIVIDUALS. |
| Slot 11: OPEN DOOR | IF WE ARE TO MAINTAIN OUR UNIQUE SYSTEM OF GOVERNMENT, WE MUST BE CAREFUL TO KEEP THE DOORS OF EDUCATION OPEN TO ALL OF OUR PEOPLE. ALL OF US, NO MATTER WHAT OUR BACKGROUND, OUR PHYSICAL OR MENTAL ABILITIES, OUR RACE OR RELIGION. ALL OF THE PEOPLE. ALL OF US. |

| | |
|---|---|
| Slot 12:<br>INDIVIDUAL GROWTH | EACH OF US MUST BE GIVEN AN OPPORTUNITY TO REACH OUR MAXIMUM POTENTIAL. AS WE ENSURE EACH INDIVIDUAL'S MAXIMUM POTENTIAL GROWTH, WE ALSO ENSURE THE CONTINUED POSITIVE GROWTH AND DEVELOPMENT OF OUR SOCIETY. |
| Slot 13:<br>LOMAR CLIENT WORKING WITH V-BELT | WE MUST STOP CLASSIFYING HANDICAPPED AND DISADVANTAGED BY WHAT THEY LACK, AND INSTEAD SEE THEM AS INDIVIDUALS, NOTING WHAT THEY ARE CAPABLE OF ACHIEVING. |
| Slot 14:<br>LOMAR CLIENT WITH PEPSI CASE | FOR THOSE OF US NOT USED TO DEALING WITH HANDICAPPED OR DISADVANTAGED, OUR BIGGEST PROBLEM LIES WITH HOW WE PERCEIVE THEM. HOW WE SEE THEM. WHAT WE EXPECT FROM THEM. |
| Slot 15:<br>HANDS HAMMERING | WE MUST GET RID OF OUR PAST PRECONCEIVED STEREOTYPES. WE MUST SEE THEM AS INDIVIDUALS. WE MUST CONCENTRATE ON THEIR CAPABILITIES, NOT THEIR LACK OF CAPABILITIES. |
| Slot 16:<br>TEACHER EXPECTATION | IN THE PAST DECADE, SEVERAL STUDIES HAVE PROVEN THE IMPORTANCE OF TEACHER EXPECTATION. IN OTHER WORDS, IT HAS BEEN FAIRLY WELL ESTABLISHED THAT STUDENTS DO ABOUT AS WELL AS THEIR TEACHERS EXPECT THEM TO. |
| Slot 17:<br>DRAWING OF STUDENT | THEREFORE, WE AS EDUCATORS MUST BE VERY CAREFUL WITH OUR EXPECTATIONS. WE MUST TRY TO SEE EACH OF OUR STUDENTS AS INDIVIDUALS. WE MUST TRY TO CONCENTRATE ON THEIR POSITIVE ABILITIES. |
| Slot 18:<br>LIGHT BULB | LET'S EXAMINE SOME COMMON CONCEPTIONS AND SEE IF WE CAN SHED SOME NEW LIGHT ON THEM. FIRST, SOME PEOPLE FEEL THAT AS OUR TECHNOLOGY ADVANCES THERE WILL BE FEWER AND FEWER JOBS FOR HANDICAPPED INDIVIDUALS TO FILL. |
| Slot 19:<br>MAKING CHANGE | THIS IS SIMPLY NOT TRUE. FIRST OF ALL, HANDICAPPED PEOPLE CAN HANDLE MUCH MORE DIFFICULT JOBS THAN PEOPLE IN THE PAST BELIEVED POSSIBLE. |
| Slot 20:<br>THREAD SLICER | THIS INCLUDES HANDLING BOTH COMPLICATED AS WELL AS DANGEROUS MACHINES. |
| Slot 21:<br>LOMAR CLIENT WITH RADIAL SAW | (THIS SLIDE IS ACCOMPANIED BY 10 SECONDS OF SILENCE.) |

Slot 22:
CAFETERIA WORKER

SECOND, AS WE GET MORE LEISURE TIME, THERE IS AN INCREASING DEMAND FOR SERVICE JOBS, MANY OF WHICH CAN BE FILLED BY HANDICAPPED.

Slot 23:
SUCCESSFUL PROGRAMS

RIGHT NOW, THE PRIMARY CHALLENGE IS TO CREATE SUCCESSFUL PROGRAMS FOR HANDICAPPED STUDENTS. IT IS MORE A LACK OF TRAINING THAN A LACK OF JOBS THAT IS KEEPING HANDICAPPED INDIVIDUALS OUT OF THE JOB MARKET.

Slot 24:
CRIMINAL BEHAVIOR

ANOTHER MISCONCEPTION ABOUT HANDICAPPED, ESPECIALLY THOSE WITH MENTAL IMPAIRMENTS, IS THAT THEY ARE CRIMINAL, OR AT LEAST MORE SUSCEPTIBLE TO CRIMINAL BEHAVIOR.

Slot 25:
LOMAR CLIENT DOING NEEDLEWORK

AGAIN, THIS IS SIMPLY NOT TRUE. THEIR LIVES ARE MUCH THE SAME AS OTHERS. THEY HAVE THE SAME NEEDS, DESIRES AND INTERESTS.

Slot 26:
LOMAR CLIENT WITH FISH

THEY KNOW FRUSTRATIONS AND FAILURE, BUT THEY ALSO KNOW FULFILLMENT AND SUCCESS. A HANDICAPPED PERSON CAN LIVE JUST AS HAPPY A LIFE AS A NORMAL PERSON.

Slot 27:
TEACHER

ALTHOUGH THERE ARE LITERALLY HUNDREDS OF MISCONCEPTIONS ABOUT HANDICAPPED, DISADVANTAGED, AND MINORITY STUDENTS THAT WE SHOULD RE-EXAMINE, WE'LL LOOK AT JUST ONE LAST MISCONCEPTION. THAT IS THAT THERE IS LITTLE INTELLECTUAL STIMULATION TO BE GAINED FROM WORKING WITH HANDICAPPED LEARNERS.

Slot 28:
STUDENTS

THAT THERE IS LITTLE OR NO FEELING OF SUCCESS IN DEALING WITH SUCH STUDENTS.

Slot 29:
SUCCESS = LEARNING--ABILITY TO LEARN

THIS IS NOT TRUE. SUCCESS CANNOT BE MEASURED BY HOW MUCH A STUDENT KNOWS, BUT RATHER HOW MUCH HE HAS LEARNED COMPARED TO HOW MUCH HE IS CAPABLE OF LEARNING.

Slot 30:
TEACHER

WHEN DEALING WITH STUDENTS WHO HAVE LEARNING DISABILITIES OR OTHER HANDICAPS AFFECTING THEIR ABILITY TO LEARN, WE MUST LEARN TO RECOGNIZE THEIR CAPABILITIES AND SET REALISTIC GOALS AT WHICH THEY CAN SUCCEED.

Slot 31:
CATEGORIES OF DISADVANTAGED

NOW LET'S LOOK AT SOME COMMON CATEGORIES USUALLY USED IN WORKING WITH HANDICAPPED AND DISADVANTAGED STUDENTS. DISADVANTAGED STUDENTS ARE USUALLY DIVIDED INTO THREE GROUPS: THE ECONOMICALLY DISADVANTAGED; THOSE WHO ARE DISADVANTAGED DUE TO SOCIOECONOMIC FACTORS; AND THE ACADEMICALLY DISADVANTAGED.

Slot 32:
CATEGORIES OF ACADEMICALLY DISADVANTAGED

ACADEMICALLY DISADVANTAGED STUDENTS CAN FURTHER BE IDENTIFIED AS THOSE HAVING A LANGUAGE DEFICIENCY; THOSE HAVING A READING OR WRITING DEFICIENCY; THOSE HAVING A COMPUTATIONAL DEFICIENCY; OR THOSE HAVING GENERAL EDUCATIONAL DEFICIENCIES.

Slot 33:
NINE CLASSES OF HANDICAPPED

HANDICAPPED STUDENTS CAN USUALLY BE IDENTIFIED AS BEING IN ONE OF NINE CLASSES: THOSE WHO HAVE A LEARNING DISABILITY; THOSE WHO ARE MENTALLY IMPAIRED; THOSE WHO HAVE SERIOUS EMOTIONAL DISTURBANCE; THOSE WHO ARE ORTHOPEDICALLY HANDICAPPED OR CRIPPLED; THOSE WHO ARE VISUALLY HANDICAPPED; THOSE WHO HAVE A HEARING IMPAIRMENT, A SPEECH IMPAIRMENT, OR ANY OTHER HEALTH IMPAIRMENT; AND FINALLY THOSE WHO ARE GENERALLY CLASSIFIED AS BEING MULTIHANDICAPPED.

Slot 34:
VOCATIONAL AMENDMENTS OF 1968

TO BE CLASSIFIED AS HANDICAPPED, AN INDIVIDUAL SHOULD FULFILL ONE OF THE FOLLOWING CONDITIONS: HE OR SHE SHOULD MEET THE CRITERIA FOR CLASSIFICATION AS HANDICAPPED AS ESTABLISHED BY THE STATE DEPARTMENT OF EDUCATION FOR THE CATEGORIES INCLUDED IN THE DEFINITION IN THE VOCATIONAL EDUCATIONAL AMENDMENTS OF 1968; BE DIAGNOSED AND CLASSIFIED BY A QUALIFIED PROFESSIONAL PERSON; OR BE UNABLE, BECAUSE OF THEIR HANDICAPPED CONDITION TO SUCCEED IN VOCATIONAL PROGRAMS DESIGNED FOR PERSONS WITHOUT SUCH HANDICAPS.

Slot 35:
DRAWING OF PERSON EXCLUDED FROM GROUP

TO BE CLASSIFIED AS DISADVANTAGED, AN INDIVIDUAL SHOULD FULFILL ONE OF THE FOLLOWING CONDITIONS: BE EXCLUDED FROM A REGULAR VOCATIONAL PROGRAM BECAUSE OF THE EFFECTS OF A DISADVANTAGED; OR SHOW EVIDENCE OF BEING UNABLE TO SUCCEED IN A REGULAR VOCATIONAL PROGRAM BECAUSE OF THE EFFECTS OF A DISADVANTAGE.

Slot 36:
SPECIAL VOCATIONAL NEEDS

STUDENTS HAVING BEEN CLASSIFIED AS DISADVANTAGED SHOULD BE INCLUDED IN A SPECIAL VOCATIONAL NEEDS PROGRAM. SUCH A PROGRAM ENCOURAGES THE MAXIMUM DEVELOPMENT OF EACH INDIVIDUAL BY DEVELOPING POSITIVE ATTITUDES AND CONCEPTS IN EACH INDIVIDUAL.

Slot 37:
5 PURPOSES OF SVN PROGRAM

IN PARTICULAR, SPECIAL VOCATIONAL NEEDS PROGRAMS SHOULD: DEVELOP A REALIZATION OF THE IMPORTANCE OF EDUCATION AND TRAINING; DEVELOP A POSITIVE CONCEPT OF THEIR OWN VALUE; PREPARE EACH INDIVIDUAL WITH SALEABLE SKILLS; DEVELOP THE SELF-CONFIDENCE NECESSARY TO TAKE ADVANTAGE OF EMPLOYMENT OPPORTUNITIES; AS WELL AS DEVELOP A POSITIVE ATTITUDE TOWARD THE WORLD OF WORK IN GENERAL.

Slot 38:
3 CHARACTERISTICS OF SUCCESSFUL SVN PROGRAM

TO BE CONSIDERED SUCCESSFUL, SPECIAL VOCATIONAL NEEDS PROGRAMS MUST DEMONSTRATE THAT THEY PREPARE STUDENTS WITH NECESSARY SKILLS FOR EMPLOYMENT, AS WELL AS DEVELOP NECESSARY ATTITUDES TOWARD EDUCATION, TRAINING, AND EMPLOYMENT. THEY MUST ALSO BE OF REAL HELP TO THE PEOPLE ENROLLED IN SUCH PROGRAMS IN MAKING REALISTIC AND USEFUL OCCUPATIONAL CHOICES.

Slot 39:

DRAWING OF PERSON STANDING OUT IN A CROWD OF PEOPLE

SPECIAL VOCATIONAL NEEDS PROGRAMS ARE NOT DISCIPLINE ORIENTED AND ARE NOT CONTAINED IN ANY SPECIFIC AREA. SPECIAL VOCATIONAL NEEDS IS A CONCEPT, A METHOD THAT SHOULD AFFECT ALL VOCATIONAL EDUCATION. THE CONCEPT IS A SIMPLE ONE: WE MUST LOOK AT EACH STUDENT AS AN INDIVIDUAL WITH INDIVIDUAL NEEDS. BECAUSE STUDENTS HAVE SPECIAL NEEDS, WE MUST NOT EXCLUDE THEM, BUT HELP THEM REACH THEIR MAXIMUM DEVELOPMENT.

Slot 40:

PERSON IN WHEELCHAIR

THE HISTORY OF EXCLUDING PEOPLE WHO ARE "DIFFERENT" FROM THE MAINSTREAM OF SOCIETY IS AS OLD AS THE HISTORY OF MAN. SOMETIMES PEOPLE HAVE BEEN EXCLUDED BECAUSE OF RACE, SOMETIMES RELIGION, ALMOST ALWAYS IF THEY ARE HANDICAPPED. THE REASON FOR THEIR EXCLUSION IS UNIMPORTANT. WHAT IS IMPORTANT IS THAT IT CANNOT HAPPEN HERE IN AMERICA IF WE ARE TO CONTINUE OUR SUCCESSFUL EXPERIMENT IN GOVERNMENT.

Slot 41:

WHEELCHAIR ON ROAD TO SCHOOL

THIS EXCLUSION FROM SOCIETY ALMOST ALWAYS BEGINS WITH EXCLUSION FROM EDUCATIONAL OPPORTUNITIES. HANDICAPPED PEOPLE ESPECIALLY HAVE TRAVELED A VERY LONG AND DIFFICULT ROAD, MOSTLY ALONE, TO CONVINCE THE REST OF US THAT THEY ARE WORTH EDUCATING--WORTH BEING GIVEN AN OPPORTUNITY TO DEVELOP THEIR MAXIMUM POTENTIAL.

Slot 42:

CLOSED DOOR

VERY OFTEN AT THE END OF SUCH A METAPHORICAL JOURNEY, HANDICAPPED AND DISADVANTAGED PEOPLE HAVE FOUND THE EDUCATIONAL COMMUNITY HAS CLOSED THE DOOR IN THEIR FACE.

Slot 43:

200 MORE YEARS

IF WE ARE TO BE TRUE TO OUR PROMISE--IF WE TRULY WANT OUR GRAND EXPERIMENT TO CONTINUE ANOTHER TWO HUNDRED YEARS--WE AS EDUCATORS MUST MAKE SURE OUR MINDS AS WELL AS OUR DOORS ARE OPEN TO EVERYONE.

Note to Facilitator: Following Slot #43, there are 23 additional slides which should be changed approximately every 10 seconds in order to end with the music behind the slides, which takes 220 seconds. The song is "Long and Winding Road."

Slot 67:

SLIDE SAME AS COPY, NO SOUND

FURTHER INFORMATION ON SPECIAL VOCATIONAL NEEDS PROGRAMS MAY BE OBTAINED FROM:

GARY MEERS, DIRECTOR
SPECIAL VOCATIONAL NEEDS TEACHER EDUCATION
VOCATIONAL-TECHNICAL EDUCATION
UNIVERSITY OF NEBRASKA-LINCOLN
105 BANCROFT HALL
LINCOLN, NEBRASKA 68588

# Appendix D

## Workshop Outline

# SPECIAL VOCATIONAL NEEDS WORKSHOP SCHEDULE

**Friday:**

| | |
|---|---|
| 9:00 | Registration |
| | Project Overview |
| | Slide-tape--Education and the Individual |
| | Workshop Goals |
| | Attitude Scale |
| | Coffee and Rolls |
| 10:00 | Five Square Game |
| | Gaining an Understanding of People Through Sight |
| | Annie Williams' Simulation |
| 11:00 | Film: "Peege" and Discussion |
| 12:00 | Lunch |
| 1:00 | Poverty in Nebraska--Slide-tape |
| 2:15 | Coffee and Rolls |
| 2:30 | Exploring Human Differences |
| 7:00 | Dinner |
| | Cultural Awareness Discussion |

Saturday:

| | |
|---|---|
| 9:00 | Coffee and Rolls |
| | Handicap Simulation |
| | Hearing and Sight Impairments |
| | Community Resource Utilization |
| 11:00 | Workshop Summary |
| | Attitude Scale |
| | Workshop Evaluation |
| 1:00 | Lunch and Adjournment |